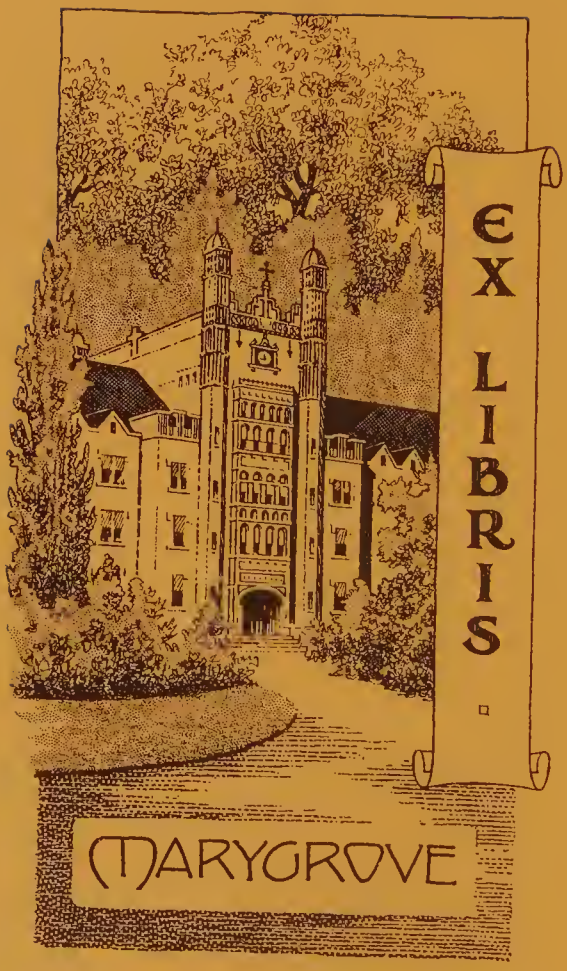
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AN OUTLINE OF MODERN HISTORY

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AN OUTLINE OF MODERN HISTORY

A SYLLABUS WITH MAP STUDIES

BY

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(Intended to accompany Carlton J. H. HAYES
A Political and Social History of Modern Europe, 2 Volumes.)

Revised Edition

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INTRODUCTION

This syllabus represents a modest attempt to provide teachers and students with a guide to the study of modern history. The book has been so arranged as to permit of considerable elasticity in its use; it is intended to be suggestive rather than authoritative. The topical outline is planned to be neither too abbreviated to provide a comprehensive basis for study nor so elaborate as to furnish the student with a substitute for careful note-taking. It is believed that the syllabus will offer to teachers a useful plan for collegiate courses in history, without infringing upon the individual's ideas of the relative importance of different parts of the work. Therefore, the topical outline has not been divided into lessons or assignments; no list of books for review or of topics for essays has been appended; no hard and fast rules have been laid down for the map studies. To students—particularly that rapidly growing number who study at home—it is hoped that the syllabus will prove valuable as an aid in the evaluation and co-ordination of facts, as well as in providing a general plan of study.

The course of study here outlined is in very large part the outgrowth of a syllabus used with success in a beginning course in modern history in Columbia University.

EDWARD MEAD EARLE.

Columbia University,
January 1, 1925.

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BIBLIOGRAPHICAL NOTE

No attempt has been made to append to each section in the topical outline a list of collateral readings. This has appeared to be unnecessary, inasmuch as the text-book upon which this syllabus is based has excellent critical bibliographies at the close of each chapter. From these the instructor or the student may select definite collateral readings containing more detailed accounts of particular subjects than are afforded by the text-book itself. In some instances, however, where it has appeared advisable to suggest additional material for discussion, references are made to other college text-books.

A list of the principal books referred to in the syllabus, and of the abbreviations by which they will be cited, follows:

Text-book Material.

Hayes, C. J. H., *A Political and Social History of Modern Europe.* Volume I (New York, The Macmillan Company, 1916). Volume II, Revised Edition (New York, The Macmillan Company, 1924). Volume I cited as **Hayes I;** Volume II cited as **Hayes II.**

Hayes, C. J. H., *A Brief History of the Great War* (New York, The Macmillan Company, 1920). Cited as **Hayes III.**

Suggested Books for Collateral Readings.

Bassett, J. S., *A Short History of the United States,* Revised Edition (New York, The Macmillan Company, 1921). Cited as **Bassett.**

Cheyney, E. P., *An Introduction to the Industrial and Social History of England,* Revised Edition (New York, The Macmillan Company, 1920). Cited as **Cheyney.**

Cross, A. L., *A Shorter History of England and Greater Britain* (New York, The Macmillan Company, 1920). Cited as **Cross.**

Day, Clive, *A History of Commerce,* Revised Edition (New York, Longmans, Green & Company, 1923). Cited as **Day.**

Ogg, F. A., *The Governments of Europe,* Revised Edition (New York, The Macmillan Company, 1920). Cited as **Ogg.**

Atlas Material.

Shepherd, W. R., *Historical Atlas,* Second Revised Edition (New York, Henry Holt and Company, 1921). Cited as **Shepherd.**

Muir, Ramsay, *Hammond's New Historical Atlas for Students,* Fourth Edition (New York, C. S. Hammond & Company, 1920). Cited as **Muir.**

Robertson, C. G., and Bartholomew, J. G., *An Historical Atlas of Modern Europe from 1789 to 1914* (New York, The Oxford University Press, 1915). Cited as **Robertson.**

Professor Shepherd's excellent atlas unfortunately was out of print when this syllabus originally went to press in 1921. Although references to Muir's atlas have been retained in the topical outline and in the earlier group of map studies, the student is strongly recommended to utilize the references to **Shepherd** given on p. 116. The index in **Shepherd** is so well-planned and complete that it has not seemed necessary to revise all atlas references throughout this syllabus.

Periodical Literature.

In studying Book VI of the syllabus the student will find it advisable to supplement assigned readings with references to contemporary periodicals, manuals, and similar publications. As a guide in linking current news with modern history the student should consult the bibliographical note on pp. 868-869 of **Hayes II** and a similar bibliography on pp. 431-436 of **Hayes III.** Such laboratory work offers valuable training in the critical evaluation of material.

AN OUTLINE OF MODERN HISTORY

3. Of the Netherlands.

Hayes, I, 14-20; Atlas: **Muir,** 17c, 20c.

D. Countries of northern and eastern Europe.

1. The Scandinavian states.
2. Grand-duchy of Muscovy (Russia).
3. Feudal states of Poland (including Lithuania) and Hungary.
4. The Sultanate of Turkey (Ottoman Empire).

Hayes, I, 20-23; Atlas: **Muir,** 8, 25b, 27.

Map Study Number One (see p. 129 below).

II. Social and Economic Institutions of the Century.

A. Agriculture.

1. Predominance of agriculture over other occupations; rural population greatly in excess of population of the towns.
2. Division of the agricultural population into two classes: the nobility and the peasantry.

The proprietors of the land: the landed aristocracy.

The workers of the land: the peasantry,—serfs, free tenants, hired laborers, *métayers.*

Preëminence of the nobility.

3. Decline of feudalism and serfdom in western Europe.
4. The manor and the "three field" system of agriculture.
5. Life in the country: isolation, self-sufficiency, and conservatism of the rural community.

Hayes, I, 28-36. **Cheyney,** 31-46, 120-125; Atlas: **Muir,** Fig. XXVI.

B. Commerce and industry before the commercial revolution.

1. Freedom of life in the towns compared with feudal restrictions of the manor.
2. Organization and regulation of commerce and industry: the gilds.

The merchant gilds.

Membership and organization.

Functions: social, protective, regulative.

Decline of the merchant gilds.

The craft gilds.

Membership and organization.

Regulation of the processes of manufacture.
Partial decay of the craft gilds.

3. The nature of town life in the sixteenth century.
4. Revival of trade with the East: commodities; trade routes.
5. Difficulties of European commerce.
6. European trade centers.
   The Italian and other Mediterranean cities.
   The German towns of the Hanseatic League.
   The Flemish towns of the Netherlands.
   Hayes, I, 36-49; **Cheyney,** 50-62, 68-81, 126-138; **Day,** 79-99; Atlas: **Muir,** 46, 59, 60, Figs. XXVII, XXVIII.

C. The commercial revolution.
   1. The age of exploration and discovery.
      Growth of geographical and maritime knowledge.
      Economic and religious motives of the Portuguese and Spaniards in the search for new trade routes to the East.
      Achievements of the Portuguese, inspired by Prince Henry the Navigator: the successful voyage to India of Vasco da Gama (1497-1498).
      Achievements of the Spaniards: the voyages of Columbus; circumnavigation of the earth by Magellan's ship (1519-1522).
      Discovery and exploration of America an incident in the search for new routes to "the Indies."
   2. The nature of the commercial revolution.
      The discovery of the new routes to the East.
      The importance and necessity of the new routes emphasized by the advance of the Ottoman Turks and the partial closing of the old routes.
      The expansion of European commerce to include the whole world.
   3. The establishment of colonial empires.
      Early Portuguese, Spanish, and Dutch colonization.
      Beginnings of English and French explorations.
      Motives for colonization: religious and economic.
   4. Effects of the commercial revolution.
      Decline of the Hanseatic and Italian city states and increasing importance of the nations of the Atlantic seaboard.

Nationalism in commerce: the politico-economic doctrine of mercantilism.
Development of business organization: commercial companies,—chartered, "regulated," joint-stock; banking.
New commodities of trade. The slave trade.
Expansion of industry and agriculture.

5. General significance of the commercial revolution.

Hayes, I, 27-28, 49-69; **Cheyney,** 138-145; **Day,** 72-73, 124-137; **Bassett,** 23-44; Atlas: **Muir,** 47, 48.
Map Study Number Two.

III. Political Events of the Century.

A. The career of the Emperor Charles V (1516-1558).

1. Extent of the Habsburg dominions.
2. The wars of Charles V and Francis I (1515-1547).
   Causes of the wars. The idea of a "balance of power."
   French efforts in Italy terminated by the Peace of Cambrai (1529).
   French expansion toward the Rhine: the treaty of Cateau-Cambresis (1559).
3. Wars with the Turks: attempts to retard the advance of Suleiman the Magnificent (1520-1566).
4. Charles V as Holy Roman Emperor (1519-1558).
   German national patriotism and the aspiration for national unity.
   Determination of Charles to strengthen monarchical power, but not on a national basis.
   Failure of German nationalism in the sixteenth century.
   The rise of Protestantism.
5. Relations with England: Henry VIII (1509-1547) and Mary Tudor (1553-1558).
6. Abdication of Charles V and the division of the Habsburg inheritance.

Hayes, I, 74-87, 107; Atlas: **Muir,** 8.

B. The power of Philip II (1556-1598) and its decline.

1. The policies of Philip II: political, economic, and religious,—at home and abroad.
2. The revolt of the Netherlands (1566-1648).
   Causes: economic, political, religious, personal.
   Spread of the revolt in spite of repressive measures of

the Duke of Alva (1567-1573). William of Orange as leader of Dutch resistance.

The Pacification of Ghent (1576).

Farnese and the separation of Dutch and Belgian Netherlands: Treaty of Arras and the Union of Utrecht (1579).

Formal declaration of Dutch independence (1581); recognition not achieved until peace of Westphalia (1648).

3. Interference in English affairs.

Failure of intrigue centering in person of Mary Stuart.

Final political and economic triumph of Elizabeth: the defeat of the Armada (1588) a death-blow to Spanish naval and commercial supremacy.

4. Interference in French affairs: the War of the Three Henries.

5. League against the Turks; Ottoman sea power crushed at Lepanto (1571).

Hayes, I, 87-109; Atlas: **Muir,** 20a.

Map Study Number Three.

IV. The Religious Revolution of the Century.

A. The Catholic Church at the opening of the century.

1. Peculiarities of religious organizations in 1500 as compared with the present: universal membership, universal financial support, universal obedience enforced by the power of the state.

2. Organization of the Catholic Church.

The hierarchy of the pope and the secular clergy.

The regular clergy.

General Church councils.

Relationship between the councils and the pope in formulation of the canon law, promulgation of decrees defining dogma, and establishment of ecclesiastical discipline. The "conciliar movement."

3. The nature of the claims and prerogatives of the papacy.

Religious and ecclesiastical.

Temporal and secular.

4. The faith and dogmas of the Catholic Church.

Purpose of the Church: the salvation of souls for eternity.

Theology.
The sacramental system, "the very center of Catholic theology."

5. Political opposition to the Church.
The claims of the national monarchies incompatible with the claims of the Church and the clergy.
Sources of conflict between church and state.
Ecclesiastical appointments.
Taxation of the clergy and of Church property.
Jurisdiction of ecclesiastical courts.
Extent of the pope's right to intervene in secular affairs.
Royal restrictions on the power of the Church.

6. Religious opposition to the Church.
The Schism between the Catholic Church of the West and the Orthodox Church of the East.
Non-Christian faiths: Mohammedanism and Judaism.
Christian heresies and their extirpation.
Skeptics.
Hayes, I, 112-124.

B. The Protestant revolt and the establishment of national Churches.

1. The general nature of the Protestant revolt: a religious and political movement.

2. The causes of the Protestant revolt.
Political.
Lay opposition to the secular power of the Church.
National monarchy and national patriotism as opposed to international theocracy and cosmopolitan religion.
Economic.
The wealth of the Church.
Ecclesiastical taxes.
Financial abuses in ecclesiastical administration.
Religious.
Abuses in the Church.
Immorality, worldliness, and extravagances of individual popes and lesser clergymen.
Humanist attacks on these abuses.
The rise of a new theology.
Hayes, I, 124-130.

3. Lutheranism: the Protestant revolt in Germany and Scandinavia.
   - Martin Luther (1483-1546): his early life and training.
   - Luther's heretical theology.
     - Justification by faith.
     - The Ninety-five Theses (1517) an attack on indulgences.
     - Disputation at Leipzig: separation of Luther from the Church.
     - Excommunication of Luther.
   - Lutheranism in the Germanies.
     - The Peasants' Revolt (1524-1525).
       - Peasant grievances and effect of Luther's preaching.
       - The demands of the peasants: The Twelve Articles.
       - Luther's denunciation of the peasants' uprising.
     - Spread of Lutheranism among the princes; the religious wars.
     - The religious Peace of Augsburg (1555): Provisions, importance, defects.
   - Lutheranism in the Scandinavian countries.

   Hayes, I, 130-139.

4. Calvinism: the Protestant revolt in Switzerland, France, Holland, Scotland.
   - Zwingli (1484-1531) the forerunner of Calvinism in Switzerland.
   - John Calvin (1509-1564) and the establishment of Protestantism in Switzerland.
     - Calvin's early life and training.
     - *The Institutes of the Christian Religion* (1536).
     - Calvin's régime at Geneva (1536-1564).
   - The diffusion of Calvinism.
     - Huguenotism in France.
       - Middle class nature of French Protestantism.
       - Nationalism in support of Catholicism.
       - The Edict of Nantes (1598) and religious toleration.
     - John Knox and Presbyterianism in Scotland.
     - The Reformed Churches in the Netherlands and Germany.
     - Calvinist sects in England.

   Hayes, I, 139-148.

5. Anglicanism: the Protestant revolt in England.
   Elements of hostility to the Catholic Church in England about 1525.
   Religious.
   Political.
   Personal: the marital difficulties of Henry VIII.
   The break with the Catholic Church under Henry VIII.
   Anti-ecclesiastical measures of 1531 and the excommunication of the King.
   The Act of Supremacy, 1534.
   The Six Articles, 1539: reaffirmation of Catholic dogma and faith.
   Henry's "middle of the road" policy.
   Church of England becomes Protestant under Edward VI (1547-1553).
   Temporary reversion to Catholicism under Mary Tudor (1553-1558).
   Definite fashioning of Anglicanism: the reign of Elizabeth (1558-1603).
   English dissent from Anglicanism.
   Hayes, I, 148-156.

C. The Catholic reformation.
   1. Catholic complaints against abuses in the Church.
   2. Nature of the Catholic reformation.
      Removal of abuses under the reforming popes.
      The Council of Trent (1545-1563).
      Dogmatic canons: no compromise with Protestantism.
      Reformatory canons: condemnation and prohibition of abuses.
      Consolidation of reforms of the Council of Trent and the enforcement of ecclesiastical discipline: Index and Inquisition.
   3. Catholic missionary zeal: Ignatius Loyola and the Jesuits.
   4. Political and economic factors in the Catholic reformation.
      Hayes, I, 156-164.

D. Summary of the religious revolution of the sixteenth century.
   1. Achievement of the Protestant revolt and the Catholic reformation by 1570.
   2. Geographical extent of the Protestant revolt.
   3. Recapitulation of doctrinal differences.
      Doctrines held in common by Catholics and Protestants.

Doctrines held by all Protestants apart from Catholics.
Divisions among Protestants.

4. General significance of the religious revolution.

Hayes, I, 164-169; Atlas: **Muir,** Figs. IV, V, XIV.

V. The Culture of the Sixteenth Century.

A. Heritage from the past.
   1. From the Greeks and Romans.
   2. From the Mohammedans.
   3. From the mediæval Christians.
      The universities the centers of intellectual life.
      Curricula of the mediæval universities.
      Beginnings of the vernacular languages.
      Gothic architecture.

      Hayes, I, 175-177.

B. The invention of printing and the diffusion of knowledge.
   1. Essential elements in the perfection of printing.
      Development of paper.
      Development of movable type.
   2. Results of the invention of printing.
      Increase in the supply of books.
      Greater degree of accuracy as compared with manual copying.
      Diffusion of knowledge and the broadening of education.

      Hayes, I, 177-180.

C. Humanism.
   1. Petrarch (1304-1374), "the father of humanism."
   2. Definition of humanism.
   3. Humanism in the sixteenth century.
      Toleration and encouragement of humanism by the Catholic Church.
      Spread of humanism.
      Erasmus (1466-1536), foremost humanist of the century.
      Humanism and Protestantism.
   4. Decline of humanism.

      Hayes, I, 180-185.

D. Art: architecture, sculpture, and painting.
   1. General nature of artistic development: the adaptation of classical art-forms to Christian uses.
   2. Sixteenth century the basis of modern artistic life.

3. Great artists of Italy, Germany, the Netherlands, and Spain.
   Hayes, I, 185-192.

E. Development of music and musical instruments.
   Hayes, I, 192.

F. The national literatures.
   1. Latin the universal language of culture in the middle ages.
   2. Gradual spread of the vernacular languages.
   3. National literatures of the sixteenth century a result of complex social developments.
   4. Literature and authors in Italy, France, Spain, Portugal, Germany, England.
      Hayes, I, 193-196.

G. Beginnings of modern natural science.
   1. Scientific characteristics of the century.
      Humanism,—the spirit of criticism and the expansion of intellectual interests.
      The invention of printing.
      Maritime discovery and the expansion of geographical knowledge.
      The development of the sciences and of scientific method.
   2. Development and popularization of the science of astronomy.
      Limitations of mediæval astronomical knowledge.
      Ignorance and superstition: horoscopes and astrology.
      The Ptolemaic System.
      Copernicus (1473-1543) and his theory of the solar system.
      The Copernican System developed and popularized: Kepler (1571-1630) and Galileo (1564-1642).
   3. Effective beginnings of modern scientific method.
      Deductive reasoning the prevalent scientific method of ancient and mediæval scholars; its limitations and defects.
      Francis Bacon (1561-1626): emphasis upon the necessity of inductive reasoning in scientific advance.
      Descartes (1596-1660): emphasis upon observation and experiment in the collection of facts.
      Hayes, I, 196-201.

Book II

DYNASTIC AND COLONIAL RIVALRY

PART I. THE GROWTH OF ABSOLUTISM IN FRANCE AND THE STRUGGLE BETWEEN BOURBONS AND HABSBURGS IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES

I. Growth of Absolutism in France under Henry IV, Richelieu, and Mazarin.

A. Introductory: review of French affairs in the sixteenth century.
   1. Political: the nobles and the Protestants threaten the royal power.
   2. Religious.
      Wars between Guises and Bourbons; Catherine de Medici and the policy of "trimming."
      Qualified religious toleration: the Edict of Nantes (1598).
   3. Economic.
      Waste and ruin attendant upon the protracted civil and religious wars.
      Bankruptcy of the national treasury.

B. The reign of Henry IV (1589-1610).
   1. Economic reorganization: the reforms of Sully.
      Retrenchment and efficiency in government finance.
      Agricultural development.
   2. Economic reorganization: encouragement of the middle class.
      Foundations of the silk industry.
      Colonial and commercial development.
   3. Foreign affairs: the "Grand Design."

C. The regency of Marie de Medici (1610-1624).
   1. Extravagance and unpopularity of Marie de Medici.
   2. Futile meeting of the Estates General (1614).

D. Richelieu (1624-1642) and the triumph of absolutism.
   1. Two-fold aim of Richelieu's policies.
      Supremacy of the royal power in France.
      Predominance of France in European affairs.
   2. The achievement of absolutism.
      Disappearance of representative government.
      Reorganization of the royal army.
      Removal of political privileges of the Huguenots.
      Repression of the nobles.
      Administrative centralization: the *intendants*.
   3. Significance of the régime of Richelieu.

E. Mazarin (1642-1661) and consolidation of the work of Richelieu.
   1. The Fronde (1648-1653).
   2. Results of the Fronde.
      The nobility discredited.
      Financial and political privileges of the parlements revoked.
      Paris disarmed and deprived of local self-government.
      The last attempt before the Revolution to cast off royal absolutism.

Hayes, I, 209-218.

II. The Thirty Years' War (1618-1648).

A. The dynastic character of wars in the seventeenth century: rivalry of the Habsburgs and the Bourbons.

B. Religious and political antecedents of the War in the Germanies.
   1. Weaknesses of the Peace of Augsburg.
   2. The union of Protestant princes and the Catholic League of Princes.
   3. Particularism and jealousies of the German princes.
   4. Foreign allies of the princes.

C. The four periods of the War.
   1. The Bohemian Revolt (1618-1620).
   2. The Danish period (1625-1629).
   3. The Swedish period (1630-1635).
      Causes: the policies and ambition of Gustavus Adolphus (1611-1632).
      The occasion: the imperial Edict of Restitution (1629).
      The allies of Sweden.

Generalship of Gustavus Adolphus.
Defeat and death of Tilly (April, 1632).
Defeat of Wallenstein (November, 1632); Gustavus Adolphus killed.
Treaty of Prague (1635).

4. The French, or international, period (1635-1648).
Richelieu's motives: the War as a phase of the rivalry of Bourbons and Habsburgs.
French military supremacy: Condé and Turenne.

D. The Peace of Westphalia (1648).
1. Political provisions.
2. Religious provisions: permanence of the religious settlement.
3. Significance of the treaties of Westphalia in Germany.
4. Humiliation of the Habsburgs and increased prestige of the Bourbons.

E. Economic ruin of Germany a result of the protracted struggle.

F. The Peace of the Pyrenees (1659); termination of the struggle between France and Spain.

G. The Thirty Years' War and international law.
1. The origins and development of international law and diplomacy.
2. Influence of the Thirty Years' War on international law.
The theory of independent sovereign states vs. the theory of Empire.
The brutality of the War: the need for protection of non-combatants, sick, and wounded.
3. Hugo Grotius; first systematic treatise on international law, *On the Law of War and Peace.*

Hayes, I, 218-232. Atlas: **Muir,** 9, Fig. XX.

III. The Age of Louis XIV.

A. Absolutism during the reign of Louis XIV (1643-1715).
1. The ministry of Mazarin terminated (1661) by death; personal rule of the King (1661-1715).
2. Louis XIV the heir to absolutist tendencies.
3. Bossuet and the theory of monarchy by "Divine Right."
4. Louis XIV the foremost personification of Bossuet's theory: "The Age of Louis XIV."

B. The government of France.
   1. Administration: "rule of the robe."
   2. Economic reform: the ministry of Colbert.
      Colbert (1619-1683): his career and middle class point of view.
      Attempted financial reform.
      Encouragement of agriculture, industry, and commerce.
      French mercantilism under Colbert.
      Colbert's "world policy."
   3. Militarism: military reorganization under Louvois and Vauban.
   4. Splendor and glamour of the government deceptive of the true economic condition of the country.

C. Religious policies of Louis XIV.
   1. Persecution of the Protestants and revocation of the Edict of Nantes (1685).
      Hayes, I, 235-242.

D. Foreign policies of Louis XIV: extension of French frontiers.
   1. Traditional French policy of opposition to the Habsburgs.
   2. The doctrine of "natural boundaries."
   3. Habsburg territories coveted by France.

E. The wars of Louis XIV.
   1. The War of Devolution (1667-1668).
      Cause: Maria Theresa's "claim" to the Spanish Netherlands.
      Isolation of Spain by diplomacy.
      The Triple Alliance to preserve the "balance of power."
      Treaty of Aix-la-Chapelle (1668).
   2. The Dutch War (1672-1678).
      Franco-Dutch rivalry, political and economic.
      Diplomatic isolation of Holland.
      Internal strife in Holland.
      Invasion of Holland by the French.
      Intervention of the Emperor, the Elector of Brandenburg, and Spain. Threatened English intervention.
      Treaty of Nijmwegen (1678).
      Effects of the Dutch War on France.
   3. War of the League of Augsburg, or of the Palatinate (1689-1697).
      Causes.
      The French "Chambers of Reunion."

French annexations without war.
The League of Augsburg (1686) to resist French aggression.
French invasion of the Palatinate.
Holland and England, under William III, join the League of Augsburg.
Beginning of a new Hundred Years' War between France and England,—dynastic, colonial, commercial.
Treaty of Ryswick (1697).

4. War of the Spanish Succession (1702-1713).
The question of the Spanish succession creates a delicate international situation.
Rival claimants to the inheritance in default of a male heir to Charles II.
"Balance of power": objection to both claimants.
Commercial and colonial complications.
Will of Charles II: accession of Philip of Anjou.
The Grand Alliance against the Bourbons.
French military reverses: the invasion of France.
The Peace of Utrecht (1713-1714) and its significance.
5. Disastrous effects of wars of Louis XIV upon France.

F. Decline of France.
1. Last years of Louis XIV.
2. Misgovernment during the minority of Louis XV.

Hayes, I, 242-258; Atlas: **Muir,** 10, 150.
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PART II. THE TRIUMPH OF PARLIAMENTARY GOVERNMENT IN ENGLAND.

I. Conflicting Political Tendencies in England: Absolutism versus Parliamentarianism.

A. Absolutism of the Tudors (1485-1603), a precedent for the Stuarts.
1. Absolutism achieved earlier in England than in France.
2. Strengthening of the royal power under the Tudors.
3. Signs of opposition to absolutism in the last days of Elizabeth.
4. Accession of the Stuart Dynasty (1603): absolutism in theory as well as in practice.

The Stuarts, heirs to the absolutist practice of the Tudors.

James I (1603-1625) and the Stuart theory of divine-right monarchy,—*"a deo rex, a rege lex."*

B. The English tradition of restrictions upon royal power: the evolution of constitutional government.
   1. Magna Carta (1215).
   2. The origins and development of Parliament.
      The House of Lords.
      The House of Commons.
   3. Evolution of the powers of Parliament.

C. Practices of absolutism inconsistent with the tradition of representative government: the struggle between Parliament and James I.
   1. Early controversies between King and Parliament become increasingly bitter.
      Extravagance of the King and parsimony of the Commons: "illegal taxation."
      Attempts of Parliament to control appointments and foreign policy.
   2. Political dispute complicated by religious factors.
      Calvinism in England.
        "Puritans" in the Anglican Church.
        Independents, or Separatists.
      Insistence of the King upon uniformity: the Hampton Court Conference (1604).
      Hatred of the Puritans for James I.
   3. Commercial and religious opposition to foreign policy of the King.
   4. Interconnection of Puritanism, commercialism, and parliamentarianism.

D. Struggle for parliamentary government continued: Charles I (1625-1649).
   1. Character of Charles I; his devotion to absolutism.
   2. Continuation of the conflict between King and Parliament.
      Dissolution of the first and second parliaments.
      The third Parliament and the Petition of Right (1628).
   3. "Personal" rule of Charles I, 1629-1640.
      Taxation without consent of Parliament.
        Miscellaneous devices for procuring a revenue.
        The obnoxious "ship money": trial of John Hampden.

Religious controversies.
Policies of Archbishop Laud.
Enforcement of uniformity.

4. Outbreak of the Scotch revolt (1638) and its success compel the King to seek aid from Parliament.
The Short Parliament.
Convocation of the Long Parliament (1640).
Hayes, I, 261-274, 294; **Cross,** 264-269, 283-285.

II. The Puritan Revolution.

A. Reforms of the Long Parliament.
1. Impeachment and arrest of Wentworth and Laud.
2. Abolition of special tribunals.
3. Renewed prohibition of illegal taxation.
4. The "Triennial Act."

B. The Great Rebellion (1642-1646).
1. Violation of parliamentary privileges by the King leads to the passage of laws without his consent and to the levy of troops against his will.
2. Parties to the Civil War: Cavaliers and Roundheads.
3. Divisions among the revolutionists; predominance of the Presbyterians in the Long Parliament.
4. Presbyterian phase of the revolt.
"Solemn League and Covenant" with the Scots (1643).
Battle of Marston Moor (1644).
Religious intolerance.
Negotiations for the restoration of the King.
5. The Independents and the "New Model" army: Oliver Cromwell.

C. The Commonwealth (1649-1660).
1. The "Rump" Parliament and the declaration of the Commonwealth.
2. Reasons for the success of the oligarchical Commonwealth.
3. Popular and successful foreign policy.
Navigation Act, 1651.
Trade wars with the Dutch.
4. Restoration of order.
Execution of the King (1649).

Ruthless suppression of the Irish rebellion.
Defeat of the Scots.

5. Dissolution of the Rump Parliament by Cromwell (1653).
6. The Protectorate (1653-1659).
   Character and career of Oliver Cromwell (1599-1658).
   Transition from Commonwealth to Protectorate: "Barebone's Parliament."
   The "Instrument of Government."
   Parliament under the Protectorate.
   Sources of strength and weakness of the Protectorate.
   Disorganization following the death of Cromwell: failure of Richard Cromwell.
   Hayes, I, 274-281; Atlas: **Muir,** 38, 40a.

III. The Restoration.

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   1. Popular grievances against the Protectorate.
   2. Opposition to Puritanism.

B. Conditions of the restoration of Charles II (1660-1685).

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      Popular fear of Catholicism: the Exclusion Bill (1679).
   3. Party alignments: Whigs and Tories.

D. The reign of James II (1685-1688).
   1. Alienation of popular sympathy and support: disastrous combination of absolutism and Roman Catholicism.
      Hayes, I, 281-287.

IV. The "Glorious Revolution": the Establishment of Parliamentary Government.

A. Dethronement of James II (1688) and the accession of William and Mary.

B. The constitutional settlement.
   1. The Bill of Rights (1689).
   2. The Mutiny Act (1689).
   3. The Act of Settlement (1701).
   4. The Act of Union with Scotland (1707).

C. The religious settlement: The Act of Toleration (1689).

D. Accession of the Hanoverians: the era of Whig domination (1714-1761).
   1. Continued decline of the royal power under George I (1714-1727) and George II (1727-1760).
   2. Development of the Cabinet and ministerial responsibility to Parliament.
   3. The ministry of Robert Walpole (1721-1742).
   4. Policies of William Pitt, Earl of Chatham.

E. Summary of English constitutional development in the seventeenth and early eighteenth centuries.
   1. Repudiation of the theory of monarchy by divine right.
   2. Supremacy of Parliament and ministers responsible to Parliament.
   3. Reasons for early development of constitutional government in England.
   4. English government parliamentary, not democratic.
      "Unreformed" House of Commons.
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      Hayes, I, 287-293, 295.

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C. French and English rivalry in India.
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   2. Disunion and weakness of the Mogul empire.
      Religious causes.
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3. Important English possessions in India.
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Hayes, I, 299-306; **Bassett,** 81, 111-115; Atlas: **Muir,** 54a.

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A. War of the League of Augsburg in its colonial aspects: King William's War (1689-1697).
   1. Indecisive character of the peace of Ryswick.

B. War of the Spanish Succession: Queen Anne's War in America (1702-1713).
   1. Military operations in the American colonies.
   2. Importance of the Peace of Utrecht.
      English gains in America and in the Mediterranean.
      The Asiento.

C. The interlude of peace, 1713-1739.
   1. French aggressiveness in America and in India.
   2. Trade disputes between Spain and Great Britain: the War of Jenkins's Ear (1739).

D. War of the Austrian Succession (1740-1748): King George's War in the colonies (1744-1748).
   1. Indecisive character of the military operations in America.
   2. The struggle in India: Dupleix.
   3. The Treaty of Aix-la-Chapelle.

Hayes, I, 306-312; **Bassett,** 115-120; Atlas: **Muir,** 49a.

III. The Triumph of Great Britain: The Seven Years' War, 1756-1763.

A. World-wide extent of the Seven Years' War.

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   1. The struggle for the possession of the Ohio Valley.
   2. English invasion of Canada: Montcalm versus Wolfe.
   3. Futile intervention of Spain.
   4. British successes and the downfall of "New France."

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   1. The rival leaders: Clive and Dupleix.
   2. French failure in the Carnatic.
   3. Clive's campaign in Bengal: Plassey (1757).
   4. Fall of Pondicherry (1761); collapse of the French dominion in India.

D. Colonial aspects of the Treaty of Paris.
   1. Remnants of the French colonial empire in America and in India.
   2. The settlement with Spain.
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E. Significance of the Seven Years' War.
   1. Establishment of the British Empire and the spread of the English language and English civilization.
   2. British commercial and maritime supremacy.
   3. Temporary ruin of France,—colonial, commercial, naval, financial.

F. Aftermath of the Seven Years' War: French participation in the War of American Independence.

Hayes, I, 312-319; **Bassett,** 121-132; Atlas: **Muir,** 50a, 55, 56a, 61a.

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   1. Mercantilism in theory and practice.
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   2. Early colonial toleration of mercantilist restrictions.
      The policy of "salutary neglect" and other factors.
   3. Altered situation after the French and Indian War: policies of George III.
   4. "Taxation without representation."
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      The Townshend Acts (1767).
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B. Failure of mercantilism in the American colonies.
   1. The ministry of Lord North.
      Failure of conciliation.
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Hayes, I, 322-331; **Bassett,** 99-101, 140-145, 157-158, 161-179.

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B. Declaration of Independence (1776).
   1. The colonies as a belligerent nation.
   2. Influence of French philosophical radicals.

C. Grave difficulties of the revolutionists and early British successes.

D. The French alliance and the diplomatic isolation of Great Britain.

E. The War in Europe and America.

F. The defeat of Great Britain.
   1. Treaties of Paris and Versailles (1783).
   2. Settlement between Great Britain and Holland (1784).

Hayes, I, 332-337; Atlas: **Muir,** 55, 56a.

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   1. Political concessions in Canada, India, Ireland.
   2. Economic concessions: decline and gradual abandonment of mercantilism: *laisser-faire*.

B. Extension and solidification of the British Empire.
   1. India: conquests and administrative reforms of Hastings and Cornwallis.
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Hayes, I, 337-340.

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   1. Persistence of the forms of the Empire in spite of declining power and prestige.
   2. Low ebb of national enthusiasm.
   3. Foreign intervention and influence in the affairs of the Empire.
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B. Social: moral and intellectual torpor.

C. Economic: paralysis of industry and commerce.
   1. Decline in wealth and influence of the commercial classes: abandonment of the Hanseatic League.
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Hayes, I, 342-344.

II. The Habsburg Dominions.

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B. Check upon Habsburg ambitions in the Germanies.
   1. Non-German interests and problems a source of weakness to the Habsburgs.
   2. The Habsburgs a source of weakness to the Germanies.
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   1. The "Pragmatic Sanction" of Charles VI.
   2. Diplomatic negotiations to secure recognition of the Pragmatic Sanction.
   3. Accession of Maria Theresa (1740-1780).

Hayes, I, 344-347; Atlas: **Muir,** 25a; **Robertson,** 19.

III. The Rise of Prussia.

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   1. Early history and territorial acquisitions.

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   1. Gains of Brandenburg by Peace of Westphalia.
   2. Reforms of the Great Elector.
      Administrative consolidation of the realm: the accomplishment of absolutism.
      Financial retrenchment and economic development.
      Military reorganization.

C. Brandenburg-Prussia a kingdom.
   1. Frederick I, "King in Prussia" (1701).
   2. Benevolent despotism of Frederick William I.
      Further administrative centralization: the "general directory."
      Development of military strength and efficiency.
      Financial reform.
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Hayes, I, 347-352, 363; Atlas: **Muir,** 24a.
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   1. Strategic geographical position of Saxony.
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Hayes, I, 352-354.

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A. Comparative resources of the Hohenzollerns and Habsburgs in 1740.
   1. Relative military and financial strength.
   2. Leadership: Frederick the Great (1740-1786) versus Maria Theresa (1740-1780).

B. The War of the Austrian Succession (1740-1748).
   1. The coalition against Maria Theresa.
   2. Outbreak of the war: Prussian occupation of Silesia.

3. The allies of Maria Theresa.
4. Course of the war.
5. Treaties of Aix-la-Chapelle.
6. Significance of the War of the Austrian Succession in German affairs.

C. The Seven Years' War (1756-1763).
1. Alignment of the powers for the struggle: the "Diplomatic Revolution."
2. Outbreak of hostilities in Europe: the invasion of Saxony (1756).
3. Precarious position of Prussia: the brilliant generalship of Frederick.
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D. The first partition of Poland (1772).
1. Acquisitions of Prussia and of Austria.
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E. Summary of the conflict between Hohenzollerns and Habsburgs in the eighteenth century.

Hayes, I, 354-362; Atlas: **Muir,** 10, 24a, 26b; **Robertson,** 11, 19, 27.

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I. Russia in the Seventeenth Century.

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1. Factors in extension of the Russian dominion.
2. Russian expansion in Europe.
3. Migration of the Russians into Asia.
4. Extension of territory and extension of the power of the tsar.

C. Oriental characteristics of Russia.
1. Religious.

2. Social: contact with the East.
3. Natural obstacles in the way of association with the West.
   Predominance of agriculture.
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D. The "troublous times" and the accession of the Romanovs.
   Hayes, I, 366-369, 389; Atlas: **Muir,** 26, 27.

II. Peter the Great (1682-1725): Decline of Sweden.

A. Accession as sole ruler (1696) and early travels of Peter the Great.

B. Europeanization of Russia: the reforms of Peter the Great.
   1. Political: the establishment of absolutism.
      Suppression of the *streltsi.*
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      Subordination of Church to state: the Holy Synod.
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   2. Social and economic.
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C. Foreign policy of Peter the Great.
   1. Aims of his policy.
      Aggrandizement in the east.
      "Windows" to the west.
   2. Obstacles in the way of realization: Sweden and Turkey.

D. Russian aggrandizement at the expense of Sweden.
   1. Greatness of Sweden in the seventeenth century.
      Political: the imperialism of Gustavus Adolphus and his successors.
      Religious.
      Economic: importance of Sweden in the Baltic trade.
   2. Weaknesses of the position of Sweden at the opening of the eighteenth century.
   3. Coalition against Charles XII (1697-1718): proposed partition of 1699.
   4. Military exploits of the boy king: the Great Northern War (1699-1721).
      Poltava (1709) the high water mark of the fortunes of Charles XII.

Death of Charles (1718).
Treaties of Stockholm (1719 and 1720).
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E. Failure of Peter's attempted expansion at the expense of Turkey.
Hayes, I, 369-379.

III. Catherine the Great (1762-1796): Defeat of Turkey and Dismemberment of Poland.

A. Reforms of Catherine II: the extension of absolutism.

B. Foreign policy: Russian aggrandizement at the expense of Poland.
1. The Kingdom of Poland in the eighteenth century: causes of weakness and disunion.
Geographical.
Ethnological.
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2. Early Russian interference in Polish affairs: the election of 1764.
3. The partition of Poland.
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C. Foreign policy: Russian aggrandizement at the expense of Turkey.
1. Decline of Ottoman power in the seventeenth century.
2. Weaknesses of the Turkish empire.
3. Catherine's war with the Turks (1768-1774).
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Treaty of Kuchuk Kainarji (1774).
Importance of the treaty.
Hayes, I, 379-388; Atlas: **Muir,** 26, 27; **Robertson,** 27, 29.

Book III

"LIBERTY, EQUALITY, FRATERNITY"

PART I: EUROPEAN SOCIETY IN THE EIGHTEENTH CENTURY

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A. General similarity of sixteenth century and eighteenth century life.

B. Agriculture in the eighteenth century.
   1. Survival of primitive methods.
   2. Beginnings of better agriculture: "gentlemen farmers" and "husbandry."
   3. Persistence of manorial system, with some modifications.
   4. Burden of taxation on the peasantry.
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C. Commerce and industry in the eighteenth century.
   1. Remarkable development of town life.
   2. General nature of industry in the eighteenth century.
      Production for other than the home market.
      Restrictions on industry.
         Survival of gild regulations.
         Government regulation: mercantilism.
      Mercantilist encouragement of new industries.
   3. Commerce in the eighteenth century.
      Restrictions and handicaps.
         Poor transportation.
         Internal tariffs and customs.
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      Remarkable growth of commerce.
   4. Social consequences of the development of industry and commerce.
      Rise of the *bourgeoisie*.

D. Society in the eighteenth century.
   1. The "privileged" classes and their privileges.
   2. Declining usefulness of the privileged classes.
      The higher nobility.
         Feudal services no longer necessary.
         Absentee landlordism.
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         Hayes, I, 395-406; **H. de B. Gibbins,** *Industry in England* (New York, 1916), 265-340.

II. Religious and Ecclesiastical Conditions of the Century.

A. The Roman Catholic Church.
   1. Extent.
   2. Organization, faith, and dogmas.
   3. Disappearance of secular privileges in Protestant countries.
   4. Relations between Church and State in Catholic countries.
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   5. Internal dissensions.
      Jansenism.
      Febronianism and Ultramontanism.
      Suppression of the Jesuit order (1773).

B. The Anglican Church.
   1. Privileged position of the Established Church in the British Isles.
   2. Illiberal policy toward Protestant Dissenters and Roman Catholics.
      In England and Scotland.
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   3. Dissenting Protestant sects in England.
      Presbyterians and Separatists.
      Baptists, Unitarians, Quakers.
      Methodists: significance of the Methodist movement.

C. Protestant churches on the Continent.
   1. The Lutheran churches.
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   3. Extent of Protestantism on the Continent.

D. Growth of skepticism and indifference.
   1. Deism and its results.

E. Summary of the religious situation in the eighteenth century.
   1. Nationalism in religion.
      Protestant state churches.
      Nationalism in Catholic countries: "Liberties of the Gallican Church."
   2. Differences of doctrine and organization promote disunity among Protestant sects.
   3. Numbers and influence of the assailants of Christianity.
      Hayes, I, 406-414.

III. Scientific and Intellectual Developments of the Century.

A. Science in the eighteenth century.
   1. The scientific spirit: debt to Bacon and Descartes.
   2. Progress of experimental science.
      The achievements of Sir Isaac Newton in astronomy and physics.
      Experimentation in electricity, chemistry, physiology, medicine.
      Extension of geographical knowledge: scientific exploration.
   3. Popularity of the new science.

B. Philosophy: the spirit of progress and reform in the eighteenth century.
   1. Growing confidence in the powers of the human mind: "rationalism."
   2. Rationalist philosophy.
      Importance of the writings of the Englishman John Locke (1632-1704).
      Rationalism in France.
         The influence of Voltaire (1694-1778).
         Popularization of rationalism: Diderot and the Encyclopedists.
   3. Political philosophy.
      Political theories of John Locke.
      Criticism of political institutions: Montesquieu (1689-1755); Rousseau (1712-1778).
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   4. Social and economic philosophy.
      Speculations of Rousseau on private property.
      New ideas of education expounded by Rousseau.

Beginnings of the science of political economy.
The Physiocrats and the doctrine of *laisser-faire:* Quesnay and Turgot.
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Hayes, I, 414-426

IV. Political Institutions: European Governments of the Eighteenth Century.

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Ireland.
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Act of Union: Irish representation in the Parliament of the United Kingdom.
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Nominal powers of the king.
Constitutional limitations upon the powers of the king.
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3. Undemocratic character of Parliament.
The aristocratic House of Lords.
Unrepresentative House of Commons.
Restricted suffrage.
Unequal apportionment of representation.
Corruption in elections.
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Influence of parliamentary bribery and corruption.
Development of the cabinet system and the principle of ministerial responsibility.
The reign of George III: attempted royal control of Parliament and the Cabinet.
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John Wilkes.
Charles James Fox and the program of reform.
William Pitt, the younger (1759-1806), and the "New Tories."
6. Reaction against reform: effect of the French Revolution upon the upper classes in England.
Hayes, I, 430-440.

B. The "enlightened despots."
   1. Contrast between English theories of representative, constitutional government and the Continental idea of monarchy by divine right.
   2. The nature of "enlightened despotism."
   3. Typical enlightened despots.
      Frederick the Great of Prussia (1740-1786).
         Frederick's theories of the powers and responsibilities of kingship.
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      Catherine the Great of Russia (1762-1796).
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      Joseph II of Austria (1780-1790), Holy Roman Emperor (1765-1790).
         Heritage from Maria Theresa.
         Joseph's faith in rationalism.
         Attempted reforms of Joseph II.
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   4. Weaknesses of benevolent despotism.
      Hayes, I, 440-448; Atlas: **Robertson,** 5.

C. Unenlightened despotism: the French monarchy.
   1. French people better off than their neighbors,—a cause of French criticism of their political institutions.
   2. The French administrative system.
      The king and his powers.
      The Royal Council.
      Local administration.
   3. Confusion and corruption in the government of France.
      In administration.
      In the laws and the administration of justice.
      In the army.
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   4. Growing complaints against the French monarchy under Louis XV (1715-1774).
      The increasing burden of taxation.
      The King as a personification of the dangers of hereditary despotism.
   5. Attempted reforms under Louis XVI (1774-1792).

The ministry and economic policies of Turgot (1774-1776).
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   Effect upon France of participation in the War of American Independence.
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Hayes, I, 449-461; Atlas: **Robertson,** 7.
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A. The old régime challenged by new conditions.
   1. Progress and the spirit of reform opposed to outworn institutions.
   2. Conflicting theories in the Revolution.
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      Class distinctions versus social equality.

B. Reasons for the outbreak of revolution in France, rather than elsewhere.

C. Differences between the French and English revolutions.

D. Conflicting class interests in the Revolution.

Hayes, I, 464-468.

II. The End of Absolutism in France.

A. Financial difficulties of Louis XVI; convocation of the Estates General.

B. The Estates General.
   1. Character of the institution.
   2. Temper of the delegates: the *cahiers.*
   3. Influence of the Third Estate and its leaders: Mirabeau and Sieyès.
   4. The constitutional question of organization.

C. Transformation of the Estates General into the National Constituent Assembly.
   1. "Oath of the Tennis Court," June 20, 1789.
   2. Popular demonstrations in support of the Assembly.
      Destruction of the Bastille, July 14, 1789.
      The Paris Commune.
      "March of the Women to Versailles," October 5, 1789.
      Forcible removal of the government to Paris.
   3. Beginnings of the social revolution.

Hayes, I, 468-479; Atlas: Muir, 15e.

III. The End of the Old Régime: Achievements of the National Constituent Assembly, 1789-1791.

A. Social equalization: "The August Days."
   1. Legal destruction of feudalism and serfdom.
   2. Abolition of privilege.
   3. Causes of legislation of "The August Days."
   4. Importance of "the decree abolishing the feudal system."

B. The Declaration of the Rights of Man.

C. Reform of local administration: the departments.

D. Regulation of the national finances.
   1. Tax reform.
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Hayes, II, 20-26, 47.

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Hayes, II, 123-144; Atlas: **Muir,** 12, 18b, 23d, 25a; **Robertson,** 13, 17, 18, 21.

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      Hayes, II, 180-204; Atlas: **Muir,** 23d, 24b, 52b; **Robertson,** 13, 14.
      Map Study Number Eleven.

V. National Unification in the United States.

A. Growth of sectionalism.
   1. Economic and social divergence of North and South.
   2. Differences of opinion as to the constitutional powers of Congress.

B. Sources of sectional friction.
   1. The tariff controversy.
   2. The slavery controversy.

C. The Civil War (1861-1865).
   1. The election of 1860 and the secession of the Southern states.
   2. The Confederacy: constitution and territorial extent.

3. Broadening of the issues of the war: the Emancipation Proclamation.
4. Military superiority of the North and the triumph of the unionists.

D. Political and economic reconstruction of the South.
Bassett, 350-352, 384-388, 511-518, 577-581, 619-638.

VI. Summary of the Growth of Nationalism, 1848-1871.

A. Astounding achievements of nationalism in central Europe.

B. Growth of democracy concomitant with the growth of nationalism.

C. Continued growth of nationalism after 1871.
Hayes, II, 204-206.

PART IV. SOCIAL FACTORS IN RECENT EUROPEAN HISTORY

I. "The Era of the Benevolent Bourgeoisie."

A. Chief characteristics of the era, 1871-1914.
1. Beginning of new governments in many European countries.
The German Empire.
The Third French Republic.
The Dual Monarchy of Austria-Hungary.
The British government after the Reform Bill of 1867.
Other governments.
2. Definitive triumph of the principles of the French Revolution.
Nationalism.
Constitutionalism.
Middle class "liberty" and "equality."
3. Preëminence of the middle class.

B. Bourgeois character of the era.
1. Influence on social and economic institutions of the Industrial Revolution.
2. Altered relations of other classes to the bourgeoisie.
3. Bourgeois devotion to the principles of the French Revolution.

C. General statement of the practical achievements of the era, 1871-1914.

D. Dissenters from the spirit of the era: Clericals and Socialists.
Hayes, II, 211-223.

II. Christianity and Politics.

A. General character of the religious controversies of the era 1871-1914.
1. Divisions of religious opinion.
Extremists: Clericals and anti-clericals.
Position of the great mass of the people.
2. Reasons for acute character of the conflict in Roman Catholic countries.
Catholic dogma compared with Protestant.
Catholic organization compared with Protestant.

B. Political opposition to the Catholic Church.
1. Catholic attitude toward the principles of the French Revolution.
2. Reactionary character of the pontificate of Pius IX.
Papal attack on the established social order.
The encyclical *Quanta Cura* and the *Syllabus of Errors* (1864).
3. The Vatican Council (1869-1870) and the dogma of papal infallibility.
4. Rapid growth of anti-clericalism.

C. Intellectual opposition to the Catholic Church. (See below *Christianity and Science.*)
Hayes, II, 223-230.

III. The New Science.

A. General characteristics of science in the nineteenth century.
1. Far-reaching development of experimental science.
2. Extensive utility of applied science.
3. Development of the theory of evolution and philosophical science.

B. Science and scientists of the nineteenth century.
1. The *Cosmos* of Alexander von Humboldt.
2. The new geology: work of Sir Charles Lyell.

Principles of Geology (1830-1833): the uniformitarian theory.

Geological Evidences of the Antiquity of Man (1863).

3. The theory of evolution.
   Influence of Malthus and Lyell.
   Charles Darwin: *On the Origin of Species* (1859) and subsequent work.
   Alfred Wallace and his rôle in the formulation of the Darwinian theory.

C. Popularization and application of the new science.
   1. The *Synthetic Philosophy* of Herbert Spencer.
   2. Thomas Huxley's attacks on revealed religion.
   3. Ernest Renan and "higher criticism."

Hayes, II, 230-240.

IV. Christianity and Science.

A. Protestantism and the new science.
   1. The new science an attack on the fundamentals of Protestant theology.
   2. Effect of science upon the Protestant churches and theology.
      Protestant compromise between science and religion.
      Exceptions to the Protestant compromise.
   3. Divisions in the Anglican church as typical of the reaction of Protestantism to science.
      The Oxford Movement and the "high church" party.
      The "low church" party.
      The "broad church" party.

B. The Catholic Church and the new science.
   1. Seemingly irreconcilable conflict between Catholic Christianity and the new science.
   2. The pontificate of Leo XIII and a "working compromise" with science.
      Revived study of mediæval theology and the formulation of a Catholic view of Darwinism.
      Encouragement of research in church history.
      Papal patronage of natural science.
      The work of Louis Pasteur and Gregor Mendel.
   3. Leo XIII and the new social order.
      Political principles of Leo XIII.

Social program of Leo XIII: the encyclical *Rerum Novarum* (1891).

4. "Modernist" tendencies in the Catholic Church.

C. Relative position of Clericals and Anti-Clericals in the twentieth century.

Hayes, II, 240-252.

V. The Social Problem and the Decline of Laisser-faire.

A. Bourgeois liberalism and the decline of *laisser-faire.*
   1. Middle class acceptance of limited governmental regulation of industry.
   2. The tendency toward "social legislation."

B. Karl Marx and the rise of modern Socialism.
   1. Early socialism.
      Babeuf.
      Utopian socialism: Fourier, Saint-Simon, Owen.
      Government ownership socialism: Louis Blanc.
   2. Karl Marx and the development of "scientific" socialism.
      Early life and training of Karl Marx.
      Association with Friederich Engels: the *Communist Manifesto* (1848).
      Karl Marx in England and the elaboration of his socialist theories: *Das Kapital.*
      Significance of Karl Marx and his work.
   3. The tenets of Marxian socialism.
   4. The practical program of Marxian socialism.
   5. Organization of the new Socialism.
      "The International."
      National Socialist parties.
         Ferdinand Lassalle and the Social Democratic Party in Germany.
      Other national parties.
   6. Sources of opposition to Socialism.
   7. Division among the Socialists on questions of political tactics.

C. Anarchism and Syndicalism.
   1. The forerunner of modern Anarchism: William Godwin.
   2. Philosophical Anarchism: the work of Pierre Joseph Proudhon.
      Life of Proudhon.

Nature and tenets of Proudhonian Anarchism.
The weakness of philosophical Anarchism: extreme individualism.

3. Revolutionary Anarchism: the work of Mikhail Bakunin.
The Russian revolutionary, Bakunin.
The terror as a weapon against capitalistic society.
Break between Anarchism and Socialism.

4. Syndicalism, a modern form of revolutionary Anarchism.

Hayes, II, 252-271.

PART V. THE UNITED KINGDOM OF GREAT BRITAIN AND IRELAND, 1867-1914

I. The Breakdown of the Victorian Compromise.

A. The nature of the Victorian Compromise, 1832-1867.
1. Concessions of the aristocracy to middle class liberals.
2. Concessions of middle class liberals to the aristocracy.
3. Common program of conservatives and liberals: opposition to further extension of political democracy; continued disfranchisement of the workers.

B. Reasons for the breakdown of the Victorian Compromise.
1. The legacy of Chartism: growing strength of the democratic spirit and the demand for political and social reform.
2. Trade unionism and labor agitation.
3. Rivalry of political parties for popular support.

Hayes, II, 277-278.

II. Political Reform in the United Kingdom.

A. The political situation leading to the Reform of 1867: parties and party leaders.
1. William Ewart Gladstone and the political principles of the Liberal Party.
2. Benjamin Disraeli and the adoption of a constructive program by the Conservatives.
3. John Bright and reform agitation among the industrial classes.
Political principles of Bright.
Influence of the American Civil War on reform agitation.

Alliance between Bright and Gladstone.
4. Failure of the Liberal Reform Bill of 1866.

B. The Reform of 1867.
1. Disraeli and the Conservative Reform Bill: reasons for the "leap in the dark."
2. Provisions of the Act of 1867.
Redistribution of representation.
Readjustment of qualifications for the suffrage.
3. Extent to which the Act was a democratic measure.

C. Extension of reform under Gladstone and the Liberals.
1. Representation of the People Act, 1884.
2. Redistribution of Seats Act, 1885.
3. Partial achievement of the "Six Points of the Chartists."

D. Curbing of the power of the aristocracy.
1. Undemocratic character of the House of Lords.
2. The Parliament Act of 1911 as a step toward political democracy.
Hayes, II, 278-290; **Cross,** 752-760.

III. The Government of the United Kingdom.

A. The British government as the product of a series of historical compromises.
1. Evolutionary character of the British Constitution.
2. Survivals of undemocratic authority.
The Crown, a relic of absolutism.
The House of Lords, a relic of feudalism.
Nominal and actual powers of Crown and Lords.
3. Popular representation.
Evolution of the House of Commons in the direction of democracy.
Increasing power of the Commons.
4. Beginnings of the cabinet system.

B. The parliamentary system of government.
1. Relations between crown, cabinet, and parliament: the principle of "ministerial responsibility."
2. Efficiency of the cabinet system.

C. Centralized regulation of local government.
Hayes, II, 290-297.

IV. British Political Parties.

A. Political reform and the transformation of political parties.
   1. Effect of the Reform Bill of 1832 on Whigs and Tories.
   2. Effect of the Victorian Compromise on party issues.
   3. Effect on Liberals and Conservatives of the breakdown of the Compromise.

B. The Unionist Party.
   1. Coalition of Liberal Unionists and Conservatives (1895).
   2. Membership and principles of the Unionists: leadership of Joseph Chamberlain.
   3. Revival of the tariff controversy: the demand for "imperial preference."

C. The Labor Party.
   1. Reasons for the formation of the Labor Party.
   2. Organizations supporting the Labor Representation Committee, 1900.
   3. Growth of the Labor Party.

D. The Liberal Party.
   1. Circumstances favoring the regeneration of the Liberal Party after the death of Gladstone.
      Agrarian discontent: influence of Henry George.
      Revival of the tariff controversy.
      The Boer War.
   2. Ideals of the new Liberalism.
   3. The coalition with the Labor and Irish Nationalist Parties.
   4. Achievements of the new Liberalism, 1906-1914.

E. The Irish Nationalist Party.

Hayes, II, 297-307.

V. British Social Legislation.

A. Measures designed to maintain the standard of living.
   1. Factory and mines acts.
   2. Minimum wage for workers in sweated industries: the Trade Boards Act, 1909.
   3. Minimum wage for miners: the Minimum Wage Act of 1912.
      Theory of the act: justice or a minimum of decency?
      Altruism and efficiency as motives.

4. Adoption of the principle of workmen's compensation, 1897-1906.
5. Measures for the welfare of children.
6. Old age pensions instituted, 1908.
7. Attack on unemployment.
   The Labor Exchange Act, 1909.
   The National Insurance Act, 1911.
8. General Welfare provisions of the National Insurance Act.

B. Measures designed to develop and maintain the independence of the worker.
   1. Promotion of education.
   2. Encouragement of trade unionism and legalization of wider trade union activities.

C. Measures designed to reduce inequalities in the distribution of wealth.
   1. The Lloyd George budgets: extent of taxation on incomes, inheritances, unearned increment, luxuries.
   2. Land reform.
      Housing and Town Planning Act (1909).
      Small Holdings and Allotments Act (1907).
      Taxation of landlords.
   3. Unrealized Liberal program of land reform, 1913-1914.

Hayes, II, 307-319.

VI. The Irish Question.

A. Dissatisfaction in Ireland with British rule.
   1. Ecclesiastical grievances of the Irish Catholics.
   2. Agrarian discontent: absentee landlordism.
   3. Irish nationalism.

B. The British government and reform in Ireland.
   1. Ecclesiastical.
      Disestablishment of the Church of Ireland (1869).
   2. Agrarian.
      The Tenant-Right League and the "Three F's."
      Land Act of 1870.
      Second Irish Land Act (1881).
      Land Purchase Act of 1891.
      Local Government Act (1898).

3. Political: movement for home rule for Ireland.
   Gladstone's Home Rule Bills of 1886 and 1893.
   The Home Rule Bill of 1912.
      Rôle of the Irish Nationalist Party and John Redmond.
      Attitude of Ulsterites and Unionists: Sir Edward Carson.
   Passage of the Home Rule Act, 1914.
   Outbreak of the Great War and the suspension of Irish home rule.
   Hayes, II, 319-326; Atlas: **Muir,** 42.

PART VI. LATIN EUROPE, 1870-1914

I. The Third French Republic.

A. The making of the Republic.
   1. Revolutionary proclamation of September 4, 1870; the Provisional Government.
   2. Government of the National Assembly, 1871-1875.
      Parties in the Assembly: position of the Monarchists.
      Peace with Germany: the Treaty of Frankfort and its provisions.
      Rebellion of the Commune of Paris: its causes and significance.
      The Rivet Law (1871): the Assembly and Thiers.
      Financial and military reforms.
      Administrative reform: organization of local government.
      Question of the form of government.
         Divisions among the Monarchists: Imperialists, Legitimists, Orleanists.
         The Chambord Incident (1873).
         Acceptance of the Republic: the Constitutional Laws of 1875.
   3. The conflict for control of the Republic and the triumph of Republicanism.
      Factions in the government of the Republic.
         Marshal MacMahon and the Monarchists.
         Gambetta and the Republicans.
      Gambetta and the political principles of "Moderate" Republicanism.

Republican control of the Senate (1879).
Final triumph of Republicanism: the presidency of Jules Grévy.

B. The government of the Republic.
   1. Delegation of powers under the constitution.
      The French parliament: the Champer of Deputies and the Senate.
      The President: nominal powers.
      The Ministry and the supremacy of the parliament.
   2. Comparison between the French constitution and the American and British constitutions.
   3. The local government of France.

C. Bourgeois character of the Republic.
   1. Middle-class interests of French statesmanship.
   2. Promotion of economic prosperity.
   3. French imperialism under the Republic.
      Colonial expansion and development.
      Motives: econonic, religious, nationalist.
   4. Social legislation.
      Motives.
      Important measures.
   5. Guarantees of individual liberties.

D. Repression of Clerical and military opposition to the Republic.
   1. Education policy of the Republic: the Ferry Laws.
   2. The Boulanger episode and its reaction on militarism, Monarchism, and Clericalism.
   3. The Dreyfus Affair.
      Anti-Semitism and the case of Captain Dreyfus.
      Vindication of Dreyfus and its effect upon militarism and Clericalism.
   4. The Associations Act (1901).
   5. Separation of Church and State (1905).
   6. The Compromise of 1907.

E. The political groups in France.
   1. The "group system" in France and the question of "instability" of ministries.
   2. Political parties and alignments, 1900-1910.
      The "Right": Monarchists; the Action Libérale.
      The "Left": the Unified Socialists.
      The "Center": the Bloc.

Progressists.
Radicals.
Radical Socialists.
Anti-Clericalism as a political issue.

3. Political issues in 1913.
4. The elections of 1914 and a realignment of political groups.
The Unified Radicals.
The Federation of the Left.

Hayes, II, 331-367; Atlas: **Robertson,** 6, 9.

II. The Kingdom of Italy.

A. Problems of social and economic unification.
1. Contrasts between the North and the South.
2. Industrial backwardness and the economic policy of the government.
3. The burden of taxation.
4. Illiteracy: the education law of 1877.
5. Emigration.

B. The government of the Kingdom.
1. Italy a centralized state.
2. Constitutional and parliamentary government.
3. The electoral laws of 1882 and 1912.

C. Problems of the relation of Church and State.
1. Special and peculiar nature of the ecclesiastical problem in Italy.
2. The Law of Papal Guarantees (1871) and the *non expedit.*
3. Recent relations between Church and State.

D. Political parties and the government of Italy, 1870-1914.
1. The Régime of the Right, 1870-1876.
2. The Régime of the Left, 1876-1896.
3. Liberalism in Italy, 1896-1914.
4. Parties of opposition: Clericals, Republicans, Socialists, Syndicalists.

E. Foreign policy: nationalism and irredentism.

Hayes, II, 367-378; Atlas: **Robertson,** 6, 17.

III. Spain.

A. Events leading to the establishment of constitutional government in Spain.

1. The Carlist War and the reign of Isabella II.
2. The Revolution of 1868 and the period of anarchy, 1868-1875.
3. Restoration of the Bourbons: Alphonso XII (1875-1885).
4. The Constitution of 1876.

B. Spain under Alphonso XIII (1886-).
1. The regency of Maria Christina (1885-1902).
The Cuban revolt (1895-1898).
The War with the United States (1898) and its results.
2. Personal rule of Alphonso (1902–).
Economic development of Spain.
Liberal legislation as an antidote to political opposition.
Imperialism: Spain in Morocco.

Hayes, II, 378-385.

IV. Portugal.

A. Decline of the monarchy in Portugal.
1. Politics under the monarchy, 1852-1889.
2. The disastrous reign of Carlos I (1889-1908) and the dictatorship of Franco.
3. Manoel II (1908-1910) and the downfall of the monarchy.

B. Portugal under the republic.
1. The republican revolution of 1910.
2. Instability of the Republic and political repression.

C. The Portuguese colonial empire.

Hayes, II, 385-389.

V. The Kingdom of Belgium.

A. The Belgian constitution of 1831.

B. Economic prosperity of Belgium: development of agriculture, industry, commerce.

C. Supremacy of the Catholic Party in Belgium, 1884-1914.
1. Relations between Church and State.
2. Opposition to the Catholic Party.
The issue: public education.
Parties of opposition: Liberals; Socialists.
3. Belgian educational policy.
4. Extension of political democracy.
5. Social legislation.

D. World politics: Belgium's part in the Great War.
   1. Beginnings of the Belgian colonial empire: Leopold II and the Congo.
   2. The military service law of 1909 and the armament bill of 1913.
   3. King Albert (1909-) and Belgian resistance to the German invasion.
      Hayes, II, 389-392.

PART VII. TEUTONIC EUROPE, 1871-1914

I. The German Empire.

A. The constitution and government of Germany, 1871-1918.
   1. The government of the German Empire.
      The Emperor.
         Powers as Emperor.
         Powers as king of Prussia.
      The Bundesrat.
      The Reichstag.
   2. Relations between the federal government and the state governments.
   3. Undemocratic character of the German government.
      Privileged position of Prussia in the Empire.
      Powers of the Imperial Chancellor.
      Powers of the Bundesrat.
   4. Reasons for the stability of the German government.

B. The Empire under Bismarck, 1871-1890.
   1. Consolidation of the Empire, 1871-1877.
   2. Political parties under Bismarck.
      National Liberals.
      Conservatives.
      Progressives.
      Catholics (Center).
      Social Democrats.
   3. Bismarck's conflict with the Catholics: the *Kulturkampf*.
   4. Bismarck's war on Socialism, 1878-1890.
   5. Bismarck's new economic policy: the abandonment of *laisser-faire*.
      Break with the National Liberals.

The protective tariff of 1879.
Beginnings of the German colonial empire, 1884-1885.
Social legislation, 1881-1890.

6. Accession of William II (1888-1918). Dismissal of Bismarck (1890).

C. The Empire under William II, 1890-1914.

1. Economic prosperity: growth of industry, commerce, population.
2. Growth of parties of opposition.
   Growth of the Social Democratic Party; reasons for this growth.
   Minor political groups of opposition: Guelfs, Danes, Alsace-Lorrainers, Poles.
   The case of the Poles: Prussian treatment of Polish subjects.
3. Chancellorship of Caprivi (1890-1894) and agrarian dissatisfaction.
4. Prince Hohenlohe as chancellor (1894-1900): Germany a "World Power."
   Renewed activity in the acquisition of colonies.
   Imperial encouragement and protection of German investments abroad.
   Beginnings of the powerful German navy.
5. Chancellorship of Bülow (1900-1909).
   The tariff of 1902.
   The *Bloc.*
   Foreign policy under Bülow.
   The decisive elections of 1907.
6. Bethmann-Hollweg, Chancellor 1909-1917, and the Great War.
   The Army Bill of 1913.
   Seeming solidarity of the German people in 1914.

Hayes, II, 397-426; Atlas: **Robertson,** 13.

II. The Dual Monarchy of Austria-Hungary, 1867-1914.

A. The constitution and government of Austria-Hungary.

1. The Emperor-King Francis Joseph (1848-1916).
2. The joint government of Austria and Hungary: the *Ausgleich.*
3. The government of Austria: the *Reichsrat.*

4. The government of Hungary: the Magnates and the Deputies.
   Position of Transylvania and Croatia-Slavonia.
5. Relations between Austria and Hungary.
   Conflicts over domestic policies.
   Agreement on foreign policy: the Balkans and the question of Bosnia-Herzegovina.

B. Political and social reforms in Austria.
   1. Extension of political democracy: the electoral laws of 1896 and 1907.
   2. Formation and development of political parties.
   3. Social legislation.
   4. The problem of conflicting nationalities.

C. Reactionary policies of the Hungarian government.
   1. Economic and political repression of Rumans and Serbo-Croats.
   2. Undemocratic character of the suffrage.
   3. Increasing demand for political and social reform.

Hayes, II, 426-435; Atlas: **Robertson,** 18, 21.

III. The Swiss Confederation.

A. Diversity of languages and religions.

B. The government of Switzerland.
   1. The Constitution of 1848.
   2. The Constitution of 1874 and the extension of federal power.
   3. Radical extension of political democracy in the cantons and in the confederation: the initiative and referendum; other political experiments.

C. Economic and social progress.

D. National defence: the "Swiss system" of universal training in the militia.

Hayes, II, 435-439; Atlas: **Robertson,** 15.

IV. The Kingdom of the Netherlands.

A. The Dutch kingdom and its colonial empire.

B. Holland under King William III (1849-1890).

C. Holland under Queen Wilhelmina (1890-).
   1. Holland and the problem of military preparedness.
   2. Economic prosperity of the Dutch people.

D. The neighboring grand-duchy of Luxemburg.

Hayes, II, 439-442.

V. The Scandinavian States.

A. Developments common to the Scandinavian nations.

B. The Kingdom of Denmark.
   1. The constitution of 1866 and the government of Denmark.
   2. Frederick VIII (1906-1912), Christian X (1912-), and the extension of political democracy in Denmark.

C. Personal union of Sweden and Norway (1815-1905).
   1. The Bernadotte dynasty.
   2. Differences between Sweden and Norway.
   3. Achievement of the independence of Norway, 1905.

D. The kingdom of Norway and the kingdom of Sweden since 1905.
   1. Extension of political democracy.
   2. Social and economic problems.

Hayes, II, 442-446; Atlas: **Robertson,** 31.

PART VIII. THE RUSSIAN EMPIRE, 1855-1914

I. Russia under Alexander II (1855-1881).

A. Heritage from Nicholas I.
   1. Unyielding opposition of Nicholas to liberalism.
   2. Russia a land of the old régime.
   3. Military defeat: the Crimean War (1854-1856).
   4. The demand for reform.

B. Reforms of Alexander II, 1855-1865.
   1. Emancipation of the serfs.
      Serfdom in Russia: miserable condition of the peasantry.
      Reform of the agrarian system: the Decree of 1861.
         Abolition of serfdom.
         Distribution of land to the *mirs*.
         Faulty administration of the decree.

2. Local self-government.
   The *Zemstvos:* composition and powers under the Decree of 1864.
3. Legal and judicial reforms: the Decree of 1862.

C. Abandonment of liberalism and the return to reactionary policies, 1865-1881.
   1. Immediate cause of reaction: the Polish revolt of 1863.
   2. Institution of the secret police and the repression of liberalism.
   3. Adoption of compulsory universal military service (1874).

D. The rise of revolutionary parties.
   1. Nihilists.
   2. Anarchistic Socialists.
   3. Terrorists.

E. Assassination of Alexander II (1881).
   Hayes, II, 452-460; Atlas: **Muir,** 27, 63; **Robertson,** 28-30, 36.

II. Autocracy and "Russification," 1881-1905.

A. Devotion of Alexander III (1881-1894) and Nicholas II (1894-1917) to autocracy, nationalism, and Orthodoxy.

B. Factors contributing to the maintenance of the autocracy in Russia.
   1. Heterogeneity of peoples composing the Russian Empire.
   2. Intrenchment of the autocracy in Russia.
      Philosophy and practice of reaction: Pobêdonostsev and Plehve.
      Loyalty of the governing classes.
      Support of the Orthodox Church.
      Illiteracy and the lack of popular education.
      Filial devotion of the peasantry to the Tsar.
      Predominance of agriculture and the maintenance of conservatism.
      Repressive measures of the government.
      The tradition of the autocracy.
   3. Intimate association of the autocracy with Pan-Slavism.

C. Pan-Slavism and "Russification" under Alexander III.
   1. Two-fold program of Pan-Slavism.
      "Russification" of the Empire.

Extension of Russian influence to foreign lands inhabited by peoples of Slavic race.

2. Suppression of lesser languages and dissident religious faiths.

In Poland, White Russia, Lithuania, and the Baltic Provinces.

Persecution of the Jews: repressive legislation and *pogroms*.

D. Continuance of autocracy and "Russification" under Nicholas II.

Hayes, II, 460-473; Atlas: **Muir,** 26b.

III. The Industrial Revolution in Russia and Revival of Opposition to the Autocracy.

A. The Russian industrial revolution.

1. Phases of the industrial revolution: commerce, industry, railways.
2. Reasons for the occurrence of the revolution in the last part of the nineteenth century.
3. Comparative industrial backwardness of Russia and the continued predominance of agriculture.

B. New problems created by the industrial revolution; their partial solution.

1. Problem of government's relationship to the new industrial classes.
2. Liberal policies of Witte, 1892-1903.

Encouragement of railway construction.

The protective tariff.

Capitalistic imperialism: Russian influence in China and Persia.

3. Opposition of the autocracy to further economic liberalism.

C. New forms of opposition to the maintenance of the autocracy.

1. Demand of the landed classes for agricultural and political reforms.
2. Rise of a class-conscious proletariat.

Influence of Marxian Socialism and the organization of Socialist parties: Social Democrats and Socialist Revolutionaries.

3. The middle classes and the development of a new liberalism.

The "Liberators."

4. Reaction against "Russification": opposition and resistance of the lesser nationalities.
Hayes, II, 473-478.

IV. The Revolutionary Movement of 1905 and the Duma, 1906-1914.

A. Causes of the revolutionary movement.
   1. Effect of the Russo-Japanese War (1904-1905).
   2. "Red Sunday" and its results.

B. Concessions of Nicholas II to the revolutionaries.
   1. The October Manifesto (1905) and the establishment of the Duma.
   2. Dismissal of reactionary ministers and the recall of Witte.

C. The decline of the revolutionary movement, 1906, and the triumph of reaction.
   1. Factions among the revolutionaries.
      Milyukóv and the "Cadets."
      The "Octobrists."
   2. "Union of the Russian People": the "Black Hundreds" and the reactionary terror.
   3. The manifesto of March, 1906; limitation of the powers of the Duma.
   4. Dismissal of Witte. The premiership of Stolypin (1906-1911).

D. Struggle of the Duma to establish parliamentary government.
   1. Dissolution of the First Duma: the Viborg Protest (1906).
   2. Dissolution of the Second Duma; alteration of the electoral law by decree of the Tsar, 1907.
   3. Conservative character of the Third Duma (1907-1912): moderate reforms.
   4. Election of the Fourth Duma, 1912.

E. The revolutionary movement in Finland.
   1. The "national strike" of 1905.
   2. The Finnish constitution of 1906.

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Hayes, II, 478-487.

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Hayes, II, 490-498; Atlas: **Muir,** 28, Fig. XXII; **Robertson,** 5, 18, 22, 23.

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   Hayes, II, 498-509; Atlas: **Robertson,** 23, 24.

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   3. The Turco-Italian War and the loss of Tripoli (1912).
      Hayes, II, 509-514; Atlas: **Robertson,** 5, 26, 35.

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   1. Greece.
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      Hayes, II, 515-528.

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Hayes, II, 528-539; Atlas: **Robertson,** 25, 26.
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Book V

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Hayes, II, 560-576; Atlas: **Muir,** 63; **Robertson,** 34.

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Hayes, II, 577-586; Atlas: **Muir,** 52c, 63; **Robertson,** 34.

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Hayes, II, 586-592; Atlas: **Muir,** 63; **Robertson,** 32-34.

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Hayes, II, 592-596; Atlas: **Muir,** 63; **Robertson,** 34.

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Hayes, II, 600-602.

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Hayes, II, 602-605; **Bassett,** 764-774, 782-790, 806-807, 809-821, 826; Atlas: **Muir,** 57.

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Hayes, II, 605-614; Atlas: **Muir,** 58.

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Hayes, II, 620-637; Atlas: **Muir,** 64; **Robertson,** 35.

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Hayes, II, 640-657; Atlas: **Muir,** 57, 64d, 65; **Robertson,** 36.

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Hayes, II, 657-662.

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Hayes, II, 662-672; Atlas: **Muir,** 62, 63; **Robertson,** 36.

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Hayes, II, 672-675.

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Hayes, II, 679-691.

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Hayes II, 711-718; **Hayes III,** 1-7.

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Book VI

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Hayes II, 727-737.

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Hayes II, 737-741.
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   3. Influence of the Russian Revolution on American public opinion.
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   3. Growth of "defeatism" in Allied countries.
   4. The withdrawal of Russia: the Treaty of Brest-Litovsk.
   5. The withdrawal of Rumania: the Treaty of Bucharest.
   6. Italian disaster at Caporetto, October, 1917.
   7. The supreme German effort, Ludendorff's drives in France, March-May, 1918.

Hayes II, 741-750; **Hayes III,** 201-224.

IV. The Triumph of the Allies.

A. Factors contributing to the final success of the Allies in 1918.
   1. Failure of German submarine warfare.
   2. Success of American mobilization and American transportation.
   3. Strengthening of Allied war governments.
   4. Achievement of a unified military command.

B. The Second Battle of the Marne, July-August, 1918, and the Allied re-conquest of Northern France.

C. Allied successes in the Near East.
   1. Syria and Mesopotamia.
   2. The Balkans.

D. The disintegration of Austria-Hungary.

E. The armistice of November, 1918.

Hayes II, 751-755.

PART II. PREPARATIONS FOR PEACE AND THE REVOLUTIONS IN CENTRAL EUROPE

I. Bases of Peace.

A. Importance and difficulty of making a just peace.

B. Allied war aims as a basis of peace.
   1. Idealistic war aims avowed by Allied Governments during the war.
   2. Contrast between these aims and the selfish character of certain Allied objectives.
      Economic, territorial, and nationalistic ambitions of the Allied Powers.
      The "Secret Treaties" as illustrative of these ambitions.
   3. The American program for peace.
      Woodrow Wilson the spokesman of popular longing for a new world order.
      American war aims in April, 1917: democracy and world reorganization.
      Elaboration of an American program: President Wilson's "Fourteen Points."

C. The Fourteen Points the basis of the armistice of November, 1918, between Germany and the Allies.

D. Democratization of Central Europe changes the character of the governments with which the Allies have to deal.

Hayes II, 758-765.

II. The Nationalistic Revolution in Southeastern Europe and the Dismemberment of Austria-Hungary.

A. Revolutions in the Near East.
   1. The democratic peasant revolution in Bulgaria.
   2. The revolt against Mohammed VI: Mustapha Kemal Pasha and the establishment of a nationalistic Turkish Republic (1923).

B. The disintegration of Austria-Hungary.
   1. Separatist ambitions of subject nationalities during the war.
      Jugoslav Declaration of Corfu, 1917.
      Congress of Oppressed Nationalities, 1918.
      Polish aspirations.
   2. Establishment of the independent Republic of Czecho-Slovakia, 1918.
   3. Creation of a unified Jugoslav Kingdom of Serbs, Croats, and Slovenes, 1918.
      Disappearance of Montenegro.
   4. Separation of Transylvania, Galicia, and other provinces from Austria-Hungary.
   5. The revolution in Hungary and separation from Austria: the end of the Dual Monarchy, 1918.

C. The republican revolution in Austria, 1918.

D. End of the Habsburg regime in central and eastern Europe.
   Hayes II, 765-770.

III. The Democratic Revolution in Germany.

A. National solidarity in Germany during the first two years of the war.

B. The war-time demand for political reform, 1917-1918.
   1. The cabinet crisis of 1917.
      Influence of the Russian Revolution and the intervention of the United States.
   2. Hertling and the failure of political reform, 1917-1918.
   3. Prince Maximilian, last chancellor of Imperial Germany, 1918.

C. The republican revolution of November, 1918.
   1. The collapse of monarchical institutions.
      Proclamation of the Bavarian republic, November 8.
      Flight of the Kaiser, November 9.
      Abdication of lesser German princes.
      Abdication of the Kaiser and the Crown Prince.
   2. The moderate socialist government of Ebert and Scheidemann.
      Partisan strife: reactionaries and radicals.

3. Election of the National Constituent Assembly and the adoption of a provisional republican constitution, February, 1919.
Hayes II, 770-776.

IV. The Resurrection of Poland.

A. Polish aspirations for liberty and national unity, 1795-1914.
B. Tragic plight of the Poles during the Great War.
C. The "Independent Kingdom of Poland" an Austro-German dependency, 1916-1918.
D. Establishment of an independent Polish Republic, 1918.
Hayes II, 776-779.

PART III. THE PEACE OF PARIS

I. The Mood and Manner of the Peace.

A. Obstacles in the way of a just and lasting settlement.
1. The "Secret Treaties."
2. Persistence of war psychology.
3. Desire of some for a punitive peace.
4. Exigencies of domestic politics: difficult position of President Wilson.
5. Perplexing boundary disputes among the victors.

B. Personnel and organization of the Peace Conference of Paris, 1919.
1. Exclusion of the Central Powers from preliminary conferences.
2. Representatives of the Allied nations.
3. Importance of the work of the committees and experts.
4. The controlling force of the Conference: the "Big Four."

C. Attempts to reconcile conflicting aims and policies of the Allied nations.
1. The decision in favor of secret diplomacy.
2. Other fundamental alterations in the American program.
British interests and the "freedom of the seas."
France and the proposed defensive alliance with Great Britain and the United States.
Japan and the question of Shantung.
Ultimate fate of the Fourteen Points.

D. Signature of the Treaty of Versailles, June 28, 1919.
E. Subsequent work of the Peace Conference: the "Peace of Paris."

Hayes II, 781-787.

II. The Political and Economic Settlement.

A. Treaty of Versailles between Germany and the Allies, June, 1919.
   1. Political and territorial provisions.
      In Europe.
      Outside Europe: disposal of the German colonies, German "spheres of interest," and other special rights and privileges.
   2. Military provisions.
   3. Economic provisions: reparations, restitution, and pensions.
   4. Allied occupation of German territory.
   5. Critical estimate of the Treaty of Versailles.

B. Treaty of St. Germain between Austria and the Allies, September, 1919.

C. Treaty of Neuilly between Bulgaria and the Allies, November, 1919.

D. Treaty of the Trianon between Hungary and the Allies, June, 1920.

E. The settlement with Turkey.
   1. Difficulty of concluding peace with Turkey.
   2. The Treaty of Sèvres, August, 1920.
   3. Rebellion of Turkish Nationalists against the Treaty of Sèvres.
   4. The Graeco-Turkish War of 1921-1922.
   5. Triumph of Mustapha Kemal Pasha and the scrapping of the Treaty of Sèvres.
      Expulsion of the Greeks from Smyrna.
      Turkish occupation of Constantinople.
      Deposition of Mohammed VI; establishment of the Turkish Republic.
   6. Treaty of Lausanne between Turkey and the Allies, July, 1923.

J. Other arrangements of the Peace of Paris.
   1. Miscellaneous political settlements.

2. The delicate problem of Fiume.
   Decision of the Paris Conference regarding Fiume.
   D'Annunzio's expedition to Fiume, 1919-1920.
   Treaty of Rapallo, 1920: Fiume a free city.
   Fiume becomes an Italian city, 1924.
3. Protection of national minorities.

G. Machinery for the enforcement of the Peace of Paris.
   1. The League of Nations as a means of enforcing the treaties.
   2. Proposed Franco-Anglo-American alliance; its failure.
   3. Alliance of Belgium and Poland with France, 1920.
   4. The "Little Entente," 1920.
   5. French military supremacy on the Continent.

Hayes II, 787-797.
Map Studies Numbers Fourteen and Fifteen.

III. The League of Nations and the Labor Convention.

A. The Labor Convention.
   1. Permanent international labor organizations.
      The International Labor Office at Geneva.
      Annual International Labor Conferences.
   2. A code of principles for labor legislation in all countries.

B. Covenant of the League of Nations.
   1. Membership in the League.
   2. Government of the League.
      Secretariat.
      Assembly.
      Council.
   3. Provisions designed to postpone or prevent international war.
   4. Proposed limitation of armaments.
   5. Special duties of the League.
      Custody of international treaties.
      Administration of international areas.
      Supervision of the mandates.
      Measures in the interest of international economic and social welfare.
   6. Inauguration of the League of Nations, 1920.

Hayes II, 797-801.

IV. America's Separate Peace Settlement.

A. Difficulty of American participation in the Peace of Paris.
   1. Conflicting American purposes in the Great War.
   2. Popular ignorance of the complexity of war aims.
   3. Domestic politics: Woodrow Wilson and the Republican Party.

B. Failure of the Senate to ratify the Treaty of Versailles.
   1. American opposition to the Treaty.
   2. American opposition to the League of Nations.
   3. Merits of the case obscured by partisan strife.
   4. Election of Warren G. Harding, 1920, and the rejection of the Treaty.

C. The separate peace with the Central Powers.
   1. Treaties of peace with Germany, Austria, and Hungary, 1922.
   2. Treaty of Lausanne between the United States and Turkey, 1923.

D. The Washington Conference for the Limitation of Armaments, 1921-1922.
   1. The naval agreement.
   2. The Nine-Power Treaty Concerning China.
   3. The Four-Power Treaty of mutual guarantees in the Pacific.
      Termination of the Anglo-Japanese Alliance.
   4. Japanese evacuation of Shantung.

Hayes II, 801-805.

PART IV. THE RUSSIAN REVOLUTION

I. Destruction of Autocracy: the March Revolution of 1917.

A. Reaction and revolution in Russia before the Great War.
   1. Russification, reaction, and Pan-Slavism the policies of the Romanovs.
   2. Premature revolution of 1904-1905.
   3. Liberal and radical parties in Russia before 1914.
      Constitutional Democrats. ("Cadets.")
      Social Revolutionaries.
      Social Democrats.
         Mensheviki.
         Bolsheviki.

B. Imperial Russia in the Great War.
   1. Internal dissension submerged in national patriotism with outbreak of the war.
   2. Unprecedented opportunity of the Tsar to achieve national solidarity and loyalty by liberal reforms.
   3. Perversity of Nicholas II and the continuance of reaction.
   4. Governmental corruption and military defeat discredit the autocracy.
   5. Spread of popular discontent and disaffection, 1916-1917.

C. The Revolution of March, 1917: abdication of Nicholas II, last of the Romanovs.

D. The provisional government of March, 1917.
   1. Bourgeois character of the government.
   2. Its liberal and democratic decrees.

Hayes II, 807-812.

II. Failure of Middle-Class Government: the November Revolution of 1917.

A. Russia unprepared for the Revolution.
   1. Autocracy superseded not by democracy but by anarchy.
   2. Unrepresentative character of the Duma and of the Provisional Government.

B. Factors in the decline of the Provisional Government.
   1. Rise of the Soviets: the National Congress of Soviets, April, 1917.
   2. War weariness at home and undermining of discipline at the front.
   3. Spread of German peace propaganda.
   4. Agitation of the Bolsheviki.
   5. Separatist movements among the subject nationalities.
   6. Reactionary fears of the impending social revolution.

C. Failure of the moderate government of Prince Lvov, March-July, 1917.
   1. Milyukov's devotion to the traditional foreign policies of the Tsar.
   2. Resignation of Milyukov and reconstruction of the government.
   3. Rising power of Alexander Kerensky.

D. The dictatorship of Kerensky, August-November, 1917.

E. The Bolshevist *coup d'état* of November, 1917: the overthrow of Kerensky.
Hayes II, 812-818.

III. Bolshevist Russia: the Dictatorship of the Proletariat.

A. Lenin and Trotsky and the formulation of a Bolshevist program.

B. Withdrawal of Russia from the Great War.
1. Demand upon the Allies for the restatement of war aims upon the principle of "no annexations and no indemnities."
2. Peace with the Central Empires: the Treaty of Brest-Litovsk, March, 1918.

C. The establishment of the "dictatorship of the proletariat."
1. Repudiation of political democracy: dissolution of the National Constituent Assembly.
2. Adoption of a constitution for the Socialist Soviet Republic, July, 1918.
"Declaration of the Rights of the Toiling and Exploited People."
The suffrage under Bolshevist rule.
The structure of government.
The All-Russian Congress.
The All-Russian Executive Committee.
The Council of People's Commissars.
3. The mainstays of Bolshevist minority rule.
The Communist Party.
The "Red Army."
Revolutionary tribunals.

D. The social revolution under the Bolsheviki.
1. Significant revolutionary measures.
Nationalization of the land and of industry.
Repudiation of the national debt.
Disestablishment of the Church and secularization of education.
Universal compulsory labor: "He shall not eat who does not work."
2. Obstacles to the success of radical social reforms.
Bitter opposition of Russian and foreign capitalists.
Ignorance of the lower classes in Russia.
Economic disorganization incidental to the Great War.

3. Modification of Bolshevist theories in the light of experience.
   Compromise between socialism and capitalism, 1922.
4. Estimate of the value of the Bolshevist experiment.
   Hayes II, 818-825; **Ogg,** 743-754.

IV. Bolshevist Russia Against the World.

A. Co-operation between the foreign and domestic enemies of Soviet Russia.
   1. The emigrés and the organization of Russian opposition to the Bolsheviki.
   2. Fear of the Bolshevist revolution in bourgeois countries: influence of Bolshevist propaganda.
   3. The policy of "intervention" in Russian affairs.

B. Military intervention in Russia and its results.
   1. German interference in Russian affairs, 1918.
   2. Allied intervention in Russia, 1918-1919.
   3. Allied support of anti-Bolshevist insurrections in Russia, 1918-1920.
   4. Reasons for Bolshevist success in coping with foreign and civil war.
      Quarrels among the counter-revolutionaries.
      Popular fear of reactionaries.
      Patriotic resentment of foreign intervention.
      Foreign weaknesses.
   5. Allied withdrawal and anti-Bolshevist collapse.
   6. Failure of Polish intervention, 1920.

C. Failure of Bolshevism outside Russia.

D. The foreign policy of Bolshevist Russia.
   1. Recognition of the principle of national self-determination.
      Independence of the former Baltic provinces of Russia.
      Russo-Polish Peace of 1921.
   2. Abandonment of imperialistic ventures of former governments.
      Russian policies in the Near, Middle, and Far East.
      Federalism within Russia: the Union of Socialist Soviet Republics, 1923.
   3. Russian participation in the Genoa and Lausanne Conferences.
      Hayes II, 825-833.

PART V. THE LATEST ERA, 1914-1924

I. Economic and Social Problems of Reconstruction.

A. Staggering cost of the Great War.
   1. In human life.
   2. In treasure.
      Direct and indirect financial losses.
      Effects on economic productiveness.
      Destruction of property.

B. Economic problems of reconstruction.
   1. Fiscal problems of debts and currency.
   2. Isolation of Russia.
   3. Economic blockades and tariff barriers.
   4. Reparations.
      German attitude.
      French policy and the occupation of the Ruhr, 1923.
      British position in Franco-German quarrels.
      Report of the international committee of experts.
      The London Conference, 1924.
   5. Solution of economic problems hampered by national hatreds and the continuance of militarism.

C. Significant social tendencies in the latest era.
   1. Social politics and their wider application.
   2. Increased influence of capitalists and of trade-unionists.
   3. Cleavage of Marxian Socialism.
      The war and Marxian Socialism.
      Effect of the Bolshevist Revolution in Russia.
      The Third International.
   4. Gain of peasant proprietorship.
   5. Gild socialism and affiliated programs.
   6. Weakening of the doctrine of economic individualism.

Hayes II, 834-843.

II. Nationalism and Imperialism in the New Era.

A. The war and the triumph of nationalism.
   1. Dismemberment of non-national states by the Peace of Paris.
   2. New independent national states.
   3. Problem of the protection of nationalist minorities.
   4. Quickening of nationalism outside Europe.

B. Nationalism and the British Empire.
   1. Increased importance of the self-governing dominions.
   2. Egyptian nationalism and the termination of the protectorate, 1922.
   3. Nationalist agitation in India.
      Government of India Act, 1920.
      Gandhi and the non-co-operative movement.
   4. Nationalism and republicanism in Ireland.
      The Sinn Fein movement.
      Dublin Rebellion of 1916.
      Conflict between Sinn Fein and the British Government, 1918-1921.
      Failure of the Home Rule Act of 1920 to pacify Ireland.
      Establishment of the Irish Free State, 1922.
      Relations between the Free State and Northern Ireland, 1922-1924.

C. Imperialistic gains of the Great Powers, 1914-1924.
   1. The British Empire.
      Maritime and colonial supremacy assured.
      Territorial gains in Asia and Africa.
   2. France.
      French military and political supremacy on the Continent.
      Territorial gains in Europe.
      Colonial acquisitions in Africa and Asia.
   3. Italy.
      Territorial gains at the expense of Austria and Jugoslavia.
      Improved position in the Adriatic, the Ægean, and the Mediterranean.
   4. Japan.
      Extension of Japanese interests in Asia and in the Pacific.
   5. United States.
      Definite establishment of the United States as a world power.
      Economic and financial progress during war-time and after.
      American expansion in the Caribbean.

D. New imperialistic rivalries among the Great Powers.
   1. Divergence of Allied policies after termination of the war.
   2. Imperialism a menace to the peace of the world

E. The League of Nations in a nationalistic and imperialistic world.

Hayes II, 843-853.

III. The Spread of Democracy and Republicanism.

A. The collapse of autocracy and monarchism in central and eastern Europe.
   1. End of the Habsburg, Romanov, and Hohenzollern dynasties.
   2. The rise of republicanism.
   3. Depositions and abdications, 1917-1924.
   4. Reaction against republicanism in Hungary.

B. Spread of political democracy.
   1. The democratic German Constitution of 1919.
   2. Other democratic constitutions in central Europe.
   3. Democratic reform in the United Kingdom.
      British Reform Act of 1918.
      Constitution of Northern Ireland, 1920.
      Constitution of the Irish Free State, 1922.
      Progress of the Labor Party: Ramsay Macdonald the first Labor Prime Minister, 1924.
   4. French electoral reform, 1919.
      The National Bloc and the elections of 1919.
      The defeat of Poincaré; the liberal government of Herriot, 1924.
   5. Political reform in Italy and other countries of Europe.
   6. Political emancipation of women.

C. Popular impatience with democratic government.
   1. War-time necessities override individual rights and democratic institutions.
   2. Post-war reaction.
      Attempted monarchist *coup d'état* in Germany, 1920.
      Reaction in Bavaria.
      Mussolini and the Fascist *coup d'état* in Italy, 1922.
      Bulgaria and Spain.

Hayes II, 853-862.

IV. Science, Religion, and Education.

A. Development of experimental science.
   1. Aviation.
   2. Radio.
   3. Chemistry.
   4. Surgery and sanitation.
   5. Psychology.
   6. Philosophy and speculative science.

B. Religious developments.
   1. Social service of the Christian churches during war-time.
   2. Mohammedanism.
      Mohammedan resistance to domination by the West.
      Abolition of the Ottoman Caliphate, 1924.
   3. Protestant Christianity and interdenominational co-operation.
   4. Fundamentalism.
   5. Spiritualism.
   6. Catholic Christianity: Pontificate of Benedict XV, 1914-1922.

C. The progress of education.
   1. Educational influences of the expeditionary forces.
   2. The Fisher Education Act in Great Britain, 1918.
   3. Popular faith in education.

Hayes II, 862-866.

Appendix I.

STUDYING AND NOTE-TAKING.

How to Study.

Proper historical study involves, first, visualization; second, memorizing; third, discrimination. The Syllabus is designed to guide the student in each of these essential processes. The map studies are intended to assist him in forming a mental picture of the countries of which he reads in the text; the relative importance of topics and dates is indicated in order that he may concentrate his memory upon essentials; the topical outline is a guide in the evaluation and co-ordination of text material. All study is valueless without strict mental concentration and discipline. No plan ought to be or, indeed, can be devised as a substitute for these fundamentals of concentration and discipline; the suggestions here offered as to methods of approach, therefore, should not be considered as designed to encourage short-cuts to historical knowledge, but, rather, to arouse *interest* through *thoroughness*.

Suppose, for purposes of illustrating our plan of study, that the topic for study and discussion is "Agriculture in the sixteenth century" (Book I, sub-topic II, A). The student should first familiarize himself thoroughly with the sub-topics in the indicated section of the Syllabus. Then he should spread out before him, side by side, the text-book and the atlas. As he studies the text-book narrative (**Hayes, I,** pp. 28-36) he should retain in mind the sub-topics of the Syllabus as a guide in co-ordinating the details of the text; also he should visualize the physical features of a mediæval manor as illustrated in the atlas (**Shepherd,** p. 104, or **Muir,** diagram xxvi). Next he should fill in gaps between Syllabus, text-book, and atlas by reading the suggested pages in **Cheyney** or whatever other collateral reading may be decided upon. Notes should then be taken in the manner described in the following paragraph.[1] Finally, to test his knowledge, he should close his books, transform the statements of

[1] Should a map study be required with an assignment, it may be prepared after the note-book work has been completed.

the Syllabus into questions, and endeavor to give himself clear and complete answers to the questions asked. As final suggestions, the student should keep constantly in mind the following: 1. To develop an intimate acquaintance with his atlas, which should be a constant companion during his hours of historical study. 2. To lay up a generous store of historical facts by constant exercise of his memory; dates in the Syllabus, for example, should be memorized. 3. To be critical in his study,—that is, to not only learn facts, but to inquire as to their causal relations; to not only learn the characteristics of persons and peoples, but to acquire a sympathetic appreciation of their motives and their ideals, their strength and their weaknesses.

The Note Book.

The purpose of all note-taking should be to insure a habit of logical arrangement of facts gained from the printed page. A complete note-book, properly compiled, will be of inestimable value in the proper appreciation of the study of history and should prove to be a source of considerable interest to the conscientious student. In summarizing text material the student is expected to condense into the fewest words possible the important facts or suggestions, arranging them topically according to the Syllabus with sub-topics in outline form to show the relation of one to another. For purposes of illustrating the method of outlining, the student may turn again to the topic "Agriculture in the sixteenth century," and to **Hayes I,** 28-36, and notice how the following summary corresponds:

II. Social and Economic Institutions of the Century.

A. Agriculture.
  1. Predominance of agriculture over other occupations, etc.
    a. Wealth in land rather than in stocks and bonds.
    b. Towns as yet small and few.
    c. Uniformity of agricultural conditions throughout Europe.
  2. Division of the agricultural population into two classes, etc.
    a. The proprietors of the land: the landed aristocracy.
      Owed duties to king or fellow-noblemen.
      Supported by peasants living on estates, called "manors."
      Wealth and honors.

Reasons for preëminence of the nobility: former duties of military protection of peasantry; now continued by inheritance to enjoy financial privileges and social prestige.

b. The workers of the land: the peasantry.

Serfs.

Different from slaves, hired men, tenant-farmers.

Free to work for self part time; no wages; "attached to soil."

Obligations to lord of the manor: work two or three days weekly, "boon days," dues "in kind," "heriot," etc.

Free tenants.

Increasing numbers.

Regular dues owed to lord; usually not obliged to work two or three days weekly for him, however; free to move away from manor.

Hired laborers.

Workers for wages on the lord's land (demesne).

Métayers (France); Stock-and-land lessees (England).

Farmers "on shares."

3. Decline of feudalism and serfdom in western Europe.
   a. Serfdom unprofitable to the lord, galling to the serf
   b. In England, "enclosures" for sheep-raising.
   c. Survival of serfdom in eastern Europe.
4. The manor and the "three field" system of agriculture.
   a. Persistence after decline of serfdom.
   b. Physical features of the manor: "commons" of pasture and woodland; "strips" in open fields, etc.
   c. Inefficiency.
      Time wasted in working separated strips.
      Small yield per acre.
      Crude implements.
      Obstacles to effective breeding of cattle.
5. Life in the country, etc.
   a. Dark side: poverty, cold, poor diet, disease, famine, etc.
   b. Bright side: contrast with present-day tenements and factories; occasional luxuries, etc.
   c. Isolation, self-sufficiency, and conservatism.

B. Commerce and industry before the commercial revolution.

This illustration is simply a topical outline of the text-book in the order indicated in the Syllabus. If the student does supplementary reading, he should amplify the outline to include significant facts gained from that source.

The student may vary this plan according to the dictates of his ingenuity. Except under the guidance of an instructor, however, the outline form should not be dispensed with or seriously modified. Appropriate provision should be made for the inclusion in the note-book of salient points of class discussions; for example, left-hand pages of the note-book may be specifically reserved for appropriate memoranda of the instructor's informal lectures or other classroom work. Newspaper articles of special interest and appropriate photographs may be incorporated in the note-book if desired. Such points of organization and of amplification, however, are left to the decision of the individual student and instructor.

It would be inadvisable indeed to lay down these rules for the note-book as ironbound and unchangeable. As a matter of fact, the instructor probably will find it desirable to discontinue the formal exercise of note-taking and the periodical examination of note-books if, in his opinion, several weeks of the work have impressed upon the student the desirability of keeping a record of the course and have trained him in the habit of evaluating and co-ordinating his material. In this, as in other respects, the course of study here offered is intended to be elastic and suggestive rather than rigid and authoritative.

Appendix II.

MAP STUDIES.

The Purpose of Map Studies.

"Man has been so noisy about the way he has 'conquered Nature,' and Nature has been so silent in her persistent influence over men, that the geographic factor in the equation of human development has been overlooked." [1]

Although this statement is, in large measure, still true, there has been a gradually growing appreciation of the inseparable relationship of historical facts and geographical facts. The influence of natural environment upon man and upon the institutions of man's creation is now a subject of a group of the social sciences,—such as anthropology, ethnology, sociology. It is no less a fundamental factor in the study of history, for "man can no more be scientifically studied apart from the ground which he tills, or the lands over which he travels, or the sea over which he trades, than the polar bear or desert cactus can be understood apart from its habitat." [2] Industry is limited by proximity to fuel or water-power; agriculture thrives where plains and valleys are watered by slow-flowing rivers, not where turbulent streams force their way through ravines and canyons; the development of ocean-going commerce is dependent upon deep-water harbors. The influence of geography upon political history is no less important. Poland was handicapped in the age-long struggle for national unity and independence by the absence of "natural boundaries." The accident of geographical situation made Belgium a martyr to the German invasion of France in 1914; the Alps provide at least one explanation why Switzerland did not suffer a similar fate. No virtue or vice of the individual Belgian or Swiss could alter those fundamental facts and his relationship to them.

The influence of natural environment upon man should not com-

[1] E. C. Semple, *Influence of Geographic Environment* (New York, 1911) p. 2.
[2] *Ibid.*

pletely overshadow, however, the influence of man upon his natural environment. Man has removed mountains by tunneling through them; he has turned deserts into gardens by irrigation; he has cut continents in two by the construction of canals; he has harnessed the streams to do his will. Time and distance shrink before the instruments of man's creation,—the ocean greyhound, the locomotive, the airplane. In this struggle against the forces of nature the strength and weaknesses of men and of nations are clearly revealed. The story of man cannot be told apart from the story of that struggle.

The following studies in geography are designed to assist the student in grasping essential facts of modern history by making graphic the statements of the printed page, by suggesting interpretations of the facts there recorded, and by affording a vivid picture of the countries of which the history is being studied. The studies are so coördinated with the text assignments that conscientious and thoughtful preparation of the maps in connection with the suggested readings should enable the student to *see* countries and movements grow. If the map work degenerates into mere copying from an atlas, it is a waste of time which could be better employed. Intelligence and imagination invested in the work, however, will bring large returns. It is of the utmost importance to realize that in the study of history the questions *Where?* and *Why?* are as fundamental as the questions *When?* and *Who?*

General Directions.

1. *Clearness* and *neatness* are almost essential to *accuracy.* These qualities can be attained only if each map study is carefully planned in advance. Planning will involve: (a) previous mastery of the relevant text assignment; (b) careful reading of the directions for the map study; (c) the selection of a color scheme. For coloring, inks of different tints, water-colors, or colored pencils may be used; in using pencils and crayons, all lettering should be done and all boundary lines drawn before the color is applied.

2. If possible, map-work should be done by daylight, as colors in the atlas are not readily distinguishable under artificial light.

3. Blunders in elementary historical knowledge are unpardonable. To assure accuracy in his study the student will find it necessary to refer constantly to the text and occasionally to other reference works, such as the *Encyclopædia Britannica.* **Indexes in the text and in the atlases should be utilized habitually.**

4. Because of the reduced scale of the outline maps, the wandering of a quarter of an inch may mean an actual error of fifty miles or more. Such an error is serious, and the more so when one is dealing with populous European countries. In the drawing of boundaries the McKinley Outline Maps are not to be followed as trustworthy guides; usually they represent the boundaries of 1905, not of the period with which the map study deals.

5. Lettering should be done neatly and plainly. Place-names italicized in the directions should be located upon the map; when a map is small or detailed, places may be indicated by initials or numbers, explained in a key sheet. Each map study should be accompanied by such a key sheet, in which is given an explanation of the color-scheme, definitions of terms, answers to questions, and other relevant data.

In all probability the fourteen map studies outlined below will be found more than can be conveniently incorporated in the average college course in history. The instructor will have his own ideas regarding the relative importance of the different topics of modern history; therefore, a comparatively large number of map studies have been suggested, leaving the definite choice to the individual instructor or student. It should be pointed out, furthermore, that certain of the map studies may be assigned in part only, as a glance at Map Study Number Five will indicate.

ADDITIONAL ATLAS MATERIAL

The attention of the student is called to the following additional references in **Shepherd** (New edition, 1921) and in F. J. C. Hearnshaw, *Macmillan's Historical Atlas of Modern Europe* (London, 1920).

Map Study Number One: *Physical,* **Shepherd,** 2, 62, 91; *Political,* for England, **Shepherd,** 74, 84, 118; for France, **Shepherd,** 81, 85; for the Iberian Peninsula, **Shepherd,** 83, 118; for the Germanies, **Shepherd,** 86, 114; for Italy, **Shepherd,** 90, 118; for other countries, **Shepherd,** 2, 113-119, 124.

Map Study Number Two: *Part B,* **Shepherd,** 2, 98, 102, 179, 182; *Part C,* **Shepherd,** 107-110, 174.

Map Study Number Three: **Shepherd,** 86, 114, 118.

Map Study Number Four: **Shepherd,** 126; **Hearnshaw,** 2.

Map Study Number Five: *Part A,* **Shepherd,** 107-110, 112, 128; *Part C,* **Shepherd,** 128, 132, 137.

Map Study Number Six: **Shepherd,** 85, 87, 115, 121-123, 125, 133-135, 138; **Hearnshaw,** 5, 7.

Map Study Number Seven: *Part A,* **Shepherd,** 134, 146-149; *Part B,* **Shepherd,** 146-149, 150; *Part C,* **Shepherd,** 150-157; *Part D,* **Shepherd,** 152, 155, 157.

Map Study Number Eight: **Shepherd,** 142, 157-159.

Map Study Number Nine: **Shepherd,** 162-163.

Map Study Number Ten: **Shepherd,** 161; **Hearnshaw,** 13.

Map Study Number Eleven: **Shepherd,** 157, 158, 160; **Hearnshaw,** 9.

Map Study Number Twelve: **Hearnshaw,** 11, 15.

Map Study Number Fourteen: **Hearnshaw,** plate 11, pp. 21-23.

Map Study Number One.

EUROPE IN THE YEAR 1500.

Text: **Hayes I**, 3-23.
Atlas: **Muir. Hayes I**, 3.
McKinley Outline Map No. 101a.

This study is the foundation upon which all subsequent map studies will have to be constructed. Properly done, it will provide the student with a vivid picture of the physical characteristics of the continent of Europe and of its political divisions in the year 1500. Satisfactory progress hardly can be made in the subsequent work unless this study has been mastered thoroughly.

Physical.

Referring to **Muir**, plate 1, note the physical characteristics of Europe. Observe how the land slopes to the north, the whole northern part of Europe from the *Pyrenees*[1] to the *Ural Mountains* forming one great plain. Locate the *Alps, Vosges, Jura, Apennines, Carpathian, Caucasus,* and *Balkan Mountains.* (Use index in **Muir** to locate such of these as are not shown on plate 1.) Note that the Pyrenees are difficult to cross, and that Spain is left in comparative isolation. The Alps, it will be noticed, are higher, but they are cut by a number of passes which render much less difficult communication between Italy and the Germanies. Locate from **Muir**, plate 21b, three important Alpine passes and name them in your key sheet. Indicate on your map the more important rivers of Europe. In what direction do the majority of these rivers flow? Note in your following study of the political divisions of Europe those states which possess "natural boundaries," —such as mountains and rivers—and those which do not.

[1] In this and in subsequent map studies, all places italicized should be indicated on the outline map. Questions should be answered in the key unless the answer is clearly shown on your map.

Political.

England: Show the political divisions of the British Isles. Locate the *Pale, Scottish Highlands* and *Lowlands.* Indicate possessions of England outside the British Isles. (Consult **Hayes I,** 3-6; **Muir,** plates 31, 40a, 42a, 15b.)

France: Only slowly did France become a unified state. For centuries preceding 1500 there had been a constant struggle between the king and his turbulent vassals; and although the latter had now been brought into nominal subjection to the crown, we shall still hear much of their quarrels. Under Louis XI (1461-1483) territorial consolidation of the realm had been largely achieved. After reading **Hayes I,** 6-7, and referring to **Muir,** plate 15b, indicate the lands secured by the Angevin inheritance and those obtained by the marriage with Anne of Brittany. Show the lands secured by Louis upon the death of his powerful vassal, Charles the Bold, duke of Burgundy. Other lands were held by powerful vassals of the king,—such as the houses of Orleans, Bourbon, and Navarre.

Iberian Peninsula: Glance at **Muir,** plate 19, and visualize the physical characteristics of the Iberian Peninsula. Does the nature of the country suggest any difficulties in the way of a united Spanish kingdom, centrally administered? After reading **Hayes I,** 7-9, and referring to **Muir,** plate 18d, indicate the political divisions of the Peninsula. Were the Pyrenees the exact boundary between Spain and France in the year 1500? Note the position of *Navarre* and *Roussillon.* What European possessions outside the Iberian Peninsula had the Spanish kingdoms in the year 1500? Indicate these lands on your map (**Muir,** plate 8).

The Germanies: (Read **Hayes I,** 10-14; **Muir,** plate 8). The Germanies in 1500 consisted of a conglomeration of hundreds of states,—kingdoms, duchies, principalities, counties, free imperial cities, and ecclesiastical territories—each jealous of its freedom. A loose and ineffective union existed under the glorified title of the Holy Roman Empire; referring to **Hayes I,** map opposite p. 3, indicate on your map the boundary of the Empire. As among the chief of the states in the Germanies, indicate *Bavaria,* the *Upper* and *Lower Palatinate, Saxony, Brandenburg.* Then there are the extensive possessions of the powerful Habsburg family, which will be considered in greater detail in a subsequent map study. For the present it will be sufficient to

locate some of their most important lands: *Austria, Styria, Carinthia, Carniola, Tyrol.* Important ecclesiastical territories are the Archbishoprics of *Mainz* (Mayence), *Trier* (Trèves), *Köln* (Cologne), and *Magdeburg.* Of the host of city-states, the following should be indicated on your map: *Augsburg, Hamburg, Lübeck.* The independence of the *Swiss Cantons* from the Empire has been practically established.

The Italian Peninsula: Italy in 1500 is merely a "geographical expression." In the north are powerful city states:—*Venice,* one of the strongest states in Europe, securing immense wealth from its commerce and controlling *Dalmatia, Crete,* and some of the *Ionian* and *Ægean* Islands; *Genoa,* the commercial rival of Venice, holding sovereignty over *Corsica; Milan,* temporarily under the control of the French king; *Florence,* the center of a noteworthy literary and artistic life. In the northwest will be found the weak, but growing, state of *Savoy.* Running diagonally across the peninsula are the *Papal States.* In the south is the so-called Kingdom of the Two Sicilies, composed of *Naples* and *Sicily,* the former affording a bone of contention between France and Spain. (See **Hayes I,** 14-19; **Muir,** plates 8, 16, 17.)

Northern and Eastern Europe: Read **Hayes I** and study **Muir,** plate 8. Locate the states of the Union of Calmar. Note that *Finland* is still a part of Sweden. On the south and east of the Baltic are the lands *(Prussia, Kurland, Livonia, Esthonia)* of the Teutonic Knights. The overlord of these Teutonic Knights is the king of Poland, who rules over the united territories of *Poland* and *Lithuania,* one of the largest states in Europe. Has Poland any natural boundaries? To the east of this kingdom is the unimportant oriental state of *Russia.* To the east and north of the Habsburg territories are *Hungary* and its dependencies: *Bohemia, Moravia,* and *Silesia.*

Southern and Southeastern Europe: The threatening advance of the Ottoman Turks is the dominating fact in southern Europe. After the capture of *Constantinople* in 1453, the Turks rapidly overran the whole Balkan peninsula, including *Serbia, Bosnia, Bulgaria,* and *Wallachia.* Note (**Muir,** plate 1) how easily the Turks, controlling the highlands of the Balkans, can sweep down upon the Hungarian plain and threaten even Vienna. Under the greatest of the Ottoman rulers, Suleiman the Magnificent (1520-1566), the Turks will extend their dominions northward over this Hungarian plain. (In addition to the maps cited above, examine **Muir,** plate 25b.)

Map Study Number Two.

THE COMMERCIAL REVOLUTION.

Text: **Hayes I,** 27-28, 43-62. **Day,** 79-101.
Atlas: **Muir,** pp. 50-51; plates 46-49, 59-60. **D. R. Fox,** *Harper's Atlas of American History,* plates 1, 3-5. **D. S. Muzzey,** *American History,* p. 10.
McKinley Outline Map No. 100a.

It is the purpose of this study to illustrate that mighty expansive movement which broadened European history into world history, extending the influence of European civilization over all other continents and reacting powerfully to modify the economic life as well as the political ambitions of the European nations.

A. There is no better way to grasp the significance of the Commercial Revolution than comparing the "known world" before the great explorations of the fifteenth century with the world as we know it today. After consulting **Hayes I,** 27, 50, and **Muzzey,** 10, draw a red line encircling the portion of the earth's surface known to Europeans about the year 1400. Note by reference to **Muir,** plates 46-48, and **Fox,** 4, how slowly knowledge of world geography grew, even after the explorations of the Portuguese and Spanish.

B. **Trade before the Commercial Revolution:** The principal economic cause of the Commercial Revolution was the desire of the nations of Western Europe to share in the trade of the Orient by finding new routes to the land of spices, silks, and gold. These luxuries, introduced to the nobility of northern and western Europe by the Crusaders, had now come to be considered necessities. Read **Hayes I,** 44-45, and then indicate on the map the chief localities in which the commodities of Eastern trade were produced. A glance at **Muir,** 59-60, will show how medieval trade between Eastern Asia and Europe had to find its way through the few gaps in a great barrier-belt of deserts and mountain ranges. Indicate on your map a few of these physical obstacles to trade, such as the *Syrian Desert,* the barren tableland of *Arabia,* the *Hindu-Kush* Mountains. Observe how skilfully the medieval merchants, traveling the "old trade routes," avoided natural obstacles such as high mountain ranges and broad deserts. Consult **Hayes I,** 46-47, and map p. 49,

Muir, plates 59-60, **Fox,** 1; then trace by means of dotted lines (1) the route by which a packet of jewels would probably have been transported from India to England, in the fifteenth century, via the *"central route";* (2) the route of a cargo of spices from the Moluccas to Stockholm via the *"southern route";* (3) the route of a bale of silk from China to Novgorod. The interested student may compare the medieval trade routes with twentieth-century railway and steamship lines (**Shepherd,** 179-182).[1]

Note how the fortunate geographical situation of the Italian cities served to make them the hub of the trade with the East. Locate on your map four of the leading Italian commercial cities. Study the maps in **Day,** pp. 94, 106, 108, 114, to form an estimate of the importance of the German city-states and of certain cities of the Netherlands in medieval commerce. Locate on your map the cities mentioned in **Hayes I,** 49, and any trading centers of France and the Netherlands which you consider important. An explanation frequently advanced for the decline of these older towns after the Commercial Revolution is that their commerce with the Orient was strangled by Turkish occupation of the old trade-routes. Indicate the dates at which the old central and southern routes fell into the hands of the Ottoman Turks (**Hayes I,** 52-53) and compare with the dates of the successful explorations of the Portuguese. Does the result indicate that the Turkish conquests caused the Commercial Revolution? Do you think they accelerated it? (Consult also **Fox,** 2.)

C. **Exploration and Colonization:** From the year 1415, when an army of Portuguese crusaders (among whom was numbered the youthful Prince Henry the Navigator) conquered the Mohammedan stronghold of *Ceuta* in northern Morocco, expedition after expedition was sent out from Portugal to explore the seemingly interminable western coast of Africa. To mark the painfully slow progress of Portuguese exploration, indicate on your map *Madeira* (1419), *Cape Bojador* (1434), *Cape Blanco* (1440), *Cape Verde* (1445). (Consult, in addition to references already given, **Fox,** 4.) Trace the *voyage of Vasco da Gama* which finally crowned Portuguese perseverance with success. Meanwhile, Columbus, under the patronage of Queen Isabella, was striking out in exactly the opposite direction, hoping to reach the Indies by sailing westward. What Columbus hoped to accomplish and what he actually did accomplish

[1] Additional references to W. R. Shepherd, *Historical Atlas* (New edition, 1921), will be found on p. 116 above. Professor Shepherd's excellent atlas unfortunately was out of print when this syllabus went to press.

are indicated in **Muzzey,** 6, and **Fox,** 3; fix the voyages of Columbus clearly in your mind, but do not indicate them on your map. Note from **Muir,** plate 49b, that English and French explorers were seeking a "northwest passage" to the East.

Indicate on your map the important colonies of the European powers in the first quarter of the sixteenth century (consult **Muir,** plate 47, and **Fox,** 5). Were the Spanish colonies destined to be of assistance in the building up of trade with the Indies? What was to be their greatest importance?

Map Study Number Three

GROWTH OF THE HABSBURG POSSESSIONS, 1500-1598.

Text: **Hayes I,** 13, 74-106; **Muir,** pp. 9-10.
Atlas: **Muir,** plates 8, 15b, 25a; **Shepherd,** 118-119; **Hayes I,** map p. 3.
McKinley Outline Map No. 111a.

A. **Rise of the House of Habsburg:** By far the most powerful House in the Germanies in the sixteenth century was the Habsburg family. From small beginnings in the thirteenth century, their domain had grown to be the most important in Europe. In 1273 Rudolph, head of the Habsburg family, was elected ruler of the Empire as King of the Romans; by 1500 the title of Emperor had become practically hereditary in the family. Within a few generations after this Rudolph, the Habsburgs had secured Austria, Carinthia, Styria, Carniola, Tyrol (see Map Study No. 1) and small portions in the *Breisgau* and in *Alsace.* Just at the end of the fifteenth century their territories were greatly increased by the marriage of Maximilian I to Mary of Burgundy, daughter of Charles the Bold. During the sixteenth century the territory of the Habsburgs is still further augmented, and the family is destined to play the leading rôle in international, as well as in German politics.

B. **The Empire of Charles V:** Read very carefully **Hayes I**

75-76, and **Muir,** pp. 9-10, in order to fix clearly in your mind the general development of the Habsburg empire. Now indicate on your map the lands inherited by Charles of Habsburg on the death of his father Philip, and of his grandfathers Maximilian of Austria and Ferdinand of Aragon. Mark off clearly the lands acquired by the Burgundian inheritance, and differentiate between the respective lands of the Spanish and Austrian legacies. (Consult **Muir,** references cited above.) Next show the lands acquired by the Habsburgs through the marriage of Ferdinand with Anne of Hungary. Over how much of Hungary did they make their claims effective?

Glance over your map and notice how scattered are these Habsburg territories. This makes graphic one of the great difficulties of the young Emperor,—the problem of administration over such a vast and diverse realm. This problem is the more complicated because each remote possession differed from the others in race, language, law, and custom. Name on your key sheet the various languages spoken by the subjects of Charles. It should be remembered, however, that these differences in race and language,—although they constituted practical difficulties in administration—were not serious obstacles in the maintenance of loyalty and obedience; the spirit of nationalism, so menacing a foe to the House of Habsburg in the nineteenth century, had not yet become of importance. Note, also, how the lands of Charles enclose the French kingdom; this fact will give point to many of the international enmities of the century.

C. **The division of the Habsburg inheritance:** After reading **Hayes I,** 87, show by shading or cross-hatching how Charles divided his territories in 1556.

Show European lands added to the Habsburg realm by Philip II (**Hayes I,** 91). This marks the apogee of Spanish Habsburg power. What lands were practically lost during Philip's reign? It should be remembered that his gains and losses involved not only European lands but important colonial possessions as well.

Map Study Number Four.

THE GROWTH OF FRANCE, 1500-1715.

Text: **Hayes I,** 209-218, 235-256; **Muir,** pp. 18-21.
Atlas: **Muir,** plates 1, 15; **Hayes I,** map p. 249.
McKinley Outline Map No. 124a.

The student should imagine himself in the place of the successive monarchs of France as they gradually created a well-rounded state; it will be advisable, therefore, to construct the map in chronological order. Select colors so that the earlier acquisitions will appear in darker, and the later acquisitions in lighter, tints.

We already have seen (Map Study Number One) that by the year 1500 the French kings had succeeded fairly well in consolidating their realm. Just at the close of the fifteenth century began a struggle with the Habsburgs which was to last for many generations, and for almost a hundred years the Valois kings of France were forced to fight hard to maintain intact their position and territories. The duchy of Milan, which the French held in 1500, changed hands several times only to be lost finally by the middle of the sixteenth century. A few gains the Valois dynasty did make: *Calais,* in 1559, was won at the expense of England; the important bishoprics of *Metz, Toul,* and *Verdun* were wrested from the Holy Roman Empire, although their French ownership was not recognized by the Emperor until almost a century later.

With the accession of the Bourbon family in the person of Henry of Navarre, France, urged on by the need of defensible frontiers and tempted by the weak condition of her neighbors, started on a career of aggression which was to raise her to the position of first state in Europe. In embarking upon the policy of "natural limits," Henry IV succeeded in forcing Savoy in 1601 to cede certain territories (including *Bresse* and *Bugey*) on the right bank of the Rhone in return for the marquisate of Saluzzo; by this exchange of territory France obtained an important "natural" and strategic frontier. In 1607 Henry declared the hereditary lands over which he ruled as king of Navarre to be united with France. These included *Navarre* and *Béarn* (although they were not finally incorporated until 1620), the counties of *Foix* and *Armagnac,* and the duchy of

Albret. (Consult for this section of the Study, **Muir,** plates 15b, 15c, 15d, and 17c.)

The extension of French frontiers eastward was notably advanced by the participation of France in the Thirty Years' War. After reading **Hayes I,** 228, and consulting **Muir,** plate 15c, show the territories secured by France under the terms of the Peace of Westphalia; note that certain of these were new acquisitions and others were earlier conquests the possession of which was now confirmed. Did these newly acquired territories serve to provide France with further "natural boundaries"? By the Peace of the Pyrenees, the southern border of France was carried to the crest of the Pyrenees; indicate the territories thus acquired.

Throughout the remainder of the seventeenth century, France, under her "Grand Monarch," Louis XIV, is to extend her frontiers to the north and east. After a careful reading of **Hayes I,** 242, 249, and a study of **Muir,** plate 15c, and **Hayes I,** map p. 249, show on your map the French gains secured by the various settlements from the peace of the Pyrenees to the peace of Ryswick (1697), indicating in your key sheet the treaties and the parties involved in each exchange of territory. Who are the chief losers through French aggrandizement? Observe the close connection of this study with the present-day question of Alsace-Lorraine. Note, too, England's interest in the maintenance of the integrity of the Netherlands,—an interest which becomes traditional in English foreign policy and is to provide the occasion for the entrance of Great Britain into the Great War of 1914-1918.

In his last great international conflict, the War of the Spanish Succession, Louis XIV was hard pressed to defend the frontiers which he already had acquired. The peace of Utrecht, however, is significant, for it meant: 1. That the fortunes of the two Bourbon powers, France and Spain, were to be closely linked for a century to come; 2. That France was to have a new and more powerful neighbor on the northeast by Austrian acquisition of the Netherlands; 3. That France, although she had fallen short of her desire for "natural boundaries," had emerged from two centuries of war with augmented territories and increased prestige.

While the French Bourbons were thus dearly purchasing a comparatively few square miles of the continent of Europe, they underestimated the fundamental importance of sea-power and overlooked opportunities for colonial and commercial aggrandizement. As we shall see, the mistake of France was the opportunity of Great Britain.

Map Study Number Five.

THE COLONIAL CONFLICTS OF FRANCE AND ENGLAND, 1688-1763.

Text: **Hayes I,** 299-319; **Fox,** *Harper's Atlas of American History,* 119-123, 134-139.
Atlas: **Hayes I,** 301, 317; **Muir,** plates 46-50, 53, 60-61; **Fox,** 5, 12, 13, 14, 16.
McKinley Outline Map No. 148a.

A. **The Europeanization of the World:** One of the great results of the explorations of the fifteenth and sixteenth centuries was the establishment of European empires throughout the world and the spread of European civilization to the four corners of the earth. The beginnings of that great expansive movement were considered in Map Study Number Two; it is the purpose of this Study to develop the theme through the seventeenth and eighteenth centuries. A thoughtful examination of **Muir,** plates 46-50, will show how quickly the European nations took advantage of the spread of geographical knowledge following the Commercial Revolution to plant their flags on continents unknown to them in 1400.

It will be noticed that the sixteenth century is a period of complete ascendancy of the Spanish and Portuguese in colonial affairs,—the Spanish endeavors being largely confined to Central America and the Portuguese to the East. The consolidation of the Spanish and Portuguese empires under Philip II (**Hayes I,** 91) is the high-water mark of Spanish colonial power. Note from **Muir,** plate 48, and from **Hayes I,** 58-59, how the Dutch, in the first half of the seventeenth century, successfully challenged Spanish ascendancy and carved out for themselves a colonial empire of no mean proportions. They carried their flag and their commerce to such widely separated points as the Spice Islands, the Malay Archipelago, Australia, Ceylon, India, Cape of Good Hope, Brazil, and New Netherlands. During this period of Dutch ascendancy the French and English tardily enter the field of colonial rivalries,—the French by establishing settlements along the St. Lawrence River and by beginning the exploration of the interior of North America; the English by the foundation of Virginia and New England and by

the opening up of trade with India. Note, also, from **Muir,** plate 48, how geographical knowledge has increased throughout the sixteenth and seventeenth centuries; compare Drake's route in circumnavigating the globe with the earlier voyage of Magellan.

The latter part of the seventeenth and the beginning of the eighteenth century witness the systematic development of trade, exploration, and colonization by England and France in both the East and the West. This colonial activity is to lead to a world conflict between France and England for final ascendancy. In the meantime, the colonial empires of Spain, Portugal, and the Netherlands are either quiescent or on the decline. To make sure that you have clearly in mind the relative position of England and France in 1688, read **Hayes I,** 299-304 (with constant reference to appropriate plates in **Muir**); then in your key give a concise summary,—preferably in outline form—of the possessions of these rival powers in North America, in the West Indies, in India. What was to be the position of Spain and of the Netherlands in the coming struggle? (See **Hayes I,** 307-309, 311, 315).

B. **The colonial wars in America:** Without constructing a map of the colonial struggle in America, read **Fox,** Map Study entitled "Latin or Saxon? The Hundred Years' War," pp. 134-139, and refer to the plates there cited. What was the political and strategic importance of the Ohio Valley? Referring to **Hayes I,** 317-319, and **Fox,** 16, note on your key sheet the territorial changes in America registered by the peace of 1763. What American possessions were retained by France? What vestiges of French civilization still remain in North America?

C. **Anglo-French rivalry in India:** The conflict between France and England was decisive in at least one respect: henceforth India, an empire in itself, was to be English,—it might almost be said, the keystone of British imperialism. That a land the size and population of India should so easily fall prey to foreign domination is in itself a reason for query. After reading **Hayes I,** 302-303, and referring to **Muir,** plate 59, what reasons can you assign for the success of the English in controlling India? To gain some idea of the size of India, compare the distance between *Calcutta* and *Bombay* with that between London and Liverpool; between New York and Chicago; between Paris and Vienna. Why is it that India has not been made a field for colonization and conquest, as well as trade and tribute?

Indicate on the outline map the English and French trading posts established in the seventeenth century (**Hayes I,** 303-304) giving

the date in each instance. Locate the lands of the Mogul Emperor at *Delhi.* His vassals and viceroys, by the eighteenth century practically independent princes, rule over such important territories as *Oudh, Bengal, Deccan* (capital at *Hyderabad*) and the *Carnatic.* Dupleix, the masterful French governor-general, extended French influence in the Carnatic from *Pondicherry* and consolidated the French position on the *Coromandel Coast;* he brought the *Northern Circars* under French control; he entered into the political intrigues of the native Indian rulers, in many cases enthroning puppets of his own, and in general increasing the prestige and power of France. To Robert Clive must be ascribed the credit of wrecking the grandiose schemes of Dupleix. Follow Clive's exploits on the map: his bold seizure and gallant defence of *Arcot* (1751); his recapture of *Calcutta* (1757); his conquest of *Chandernagore* (1757); his amazing victory of *Plassey* (1757). (Consult **Hayes I,** map p. 316; **Muir,** plate 61a.)

Although by the treaty of Paris (1763) France retained five unfortified posts in India, French political power in India was permanently destroyed. The British, however, pursued their imperial policy by intrigues with native princes and by the exercise of military force. Referring to **Muir,** plate 61a, and to **Hayes I,** map p. 316, indicate the extent of the British dominion and control at the end of the eighteenth century. Note from **Muir,** plate 61b, but do not indicate on your map, how British territory was still further increased by 1805.

Map Study Number Six.

THE GROWTH OF BRANDENBURG-PRUSSIA, 1415-1785.

Text: **Hayes I,** 347-362; **Muir,** p. 29.
Atlas: **Muir,** plate 24a; **Hayes I,** map p. 351, map p. 387; **Shepherd,** 122-123, 125.
McKinley Outline Map No. 125a.

Of the utmost importance in the history of modern Europe is the growth of Brandenburg-Prussia, under the rule of the House

of Hohenzollern. A small, weak, unproductive state when the Hohenzollern prince, Frederick, secured it in 1415 at the hands of the Emperor Sigismund, it grew in territory, wealth, power, and prestige until, by the end of the eighteenth century, it had become a state of the first rank in Europe. In the nineteenth century it was destined to be of still greater importance: round it was to be knit together a united and powerful German Empire. The story of its growth is more simple than that of Habsburg Austria, for it is a story of steady acquisition; the Hohenzollerns rarely relinquished territory once secured. Their story is one of power and triumph, occasionally interrupted but always resumed, until the Great War and a republican revolution forced their abdication and flight in 1918.

After reading **Hayes I,** 347-352, show the growth of the Hohenzollern lands from 1415 to the accession of Frederick II (1740). Indicate first, in solid color, the Mark of Brandenburg in the year 1415 (**Shepherd,** 85, or **Muir,** plate 24a). Then show the territories acquired from 1415 to 1608, without reference to the manner of acquisition. Next indicate additions made from 1608 to the accession of the Great Elector (1640). Observe how scattered the Hohenzollern territories are. To visit his Rhenish or Prussian possessions the Elector must cross neighboring and sometimes hostile lands. The one great aim of the rulers of Brandenburg-Prussia was to unite these scattered territories by securing the intervening lands. Trace now the additions made to the territory of Brandenburg under the various rulers from the Great Elector to the accession of Frederick II a century later, showing in your key when, from whom, and how each acquisition was made. (In this connection **Muir,** 24a, is inaccurate; a glance at **Shepherd,** 122-123, 125, will show that a strip of territory on the east bank of the Oder was not obtained until the treaty of St. Germain-en-Laye, 1679, a counterpart of the treaty of Nijmwegen.)

Show what accessions were made to Prussia as a result of the conflict between Frederick II (the Great) and Maria Theresa of Austria (read **Hayes I,** 354-362). What further extensions of territory were made during his reign? Show also what Prussia secured by the second and third partitions of Poland. (Consult **Muir,** plate 24a; **Hayes I,** map p. 351, map p. 387.)

Note that the territories of Prussia are now joined on the east. The Rhenish provinces are still detached, although several important connecting links have been forged; these western provinces will not be consolidated until almost a century later. Observe also

that Prussia, long proud of her position as a purely German state in contrast with polyglot Austria, has acquired a considerable Slavic population through the partitions of Poland.

Map Study Number Seven.

THE FRENCH REVOLUTION AND THE ERA OF NAPOLEON.

Text: **Hayes I,** 449-519, 523-576; **Robertson,** p. 9; **Muir,** pp. 12-15.
Atlas: **Robertson,** plates 7-14; **Shepherd,** 134-135, 146-148, 150-157; **Muir,** plates 11, 12, 23d, 24b; **Hayes I,** maps pp. 479, 543, 559.
McKinley Outline Map No. 111a.

A. **The Old Régime:** Draw in green the boundaries of France as they existed prior to the French Revolution (**Robertson,** plate 7). Note the acquisition of *Lorraine* in 1766 and of *Corsica* in 1768. Note that *Alsace* and Lorraine are still within the Holy Roman Empire (**Hayes I,** map p. 440) and subject to a network of imperial feudal rights and jurisdictions. This is only one example of confusing and overlapping divisions of administration in France. The first five maps in **Shepherd,** 146-148, are a graphic indictment of the old régime. Observe the administrative division of France into governments, judicial areas, and fiscal districts. Do these correspond even approximately in size and location? How order was brought out of this muddle by the Revolution will appear from **Hayes I,** 482-483, and the lower map in **Shepherd,** 148. Did the ecclesiastical divisions correspond to the administrative? (**Shepherd,** upper map 148.) Small wonder, then, that the philosophical reformers of the eighteenth century, seeking to reduce all human institutions to the rule of reason, should have condemned the old régime!

B. **The Revolution:** Indicating the italicized places on the map (using numbers or initials explained in the key), review the progress of the French Revolution:—the assembling of the Estates

General at *Versailles;* the removal of the royal family and the Assembly to *Paris* in October, 1789; the attack upon the Church and the annexation of *Avignon;* the assembling of the émigrés at *Coblenz;* the fall of *Verdun;* the check at *Valmy;* the proclamation of the Republic; the anti-Jacobin risings in *Vendée, Gironde, Lyons, Marseilles,* etc. (In this section the student will find it advantageous to make liberal use of the indexes in **Muir** and **Shepherd.)**

The French Republic entered upon a career of military aggrandizement before the advent of Napoleon. This aggressiveness will help to explain the abhorrence with which conservatives after 1815 will regard all liberal or revolutionary movements. Color solidly green the lands annexed before Napoleon made himself master of France by the *coup d'état* of 1799 (**Hayes I,** map p. 479, map p. 559). Outline in yellow the dependent republics with which republican France surrounded herself (**Hayes I,** 516; **Shepherd,** 151).

C. **The Empire of Napoleon:** Napoleon continued the work of conquest, but created dependent monarchies instead of republics. The Ligurian Republic was annexed outright (1805); color it green. Outline in green the kingdoms of *Italy* (1805), *Naples* (1806), *Holland* (1806), *Westphalia* (1807), and *Spain* (1808), the grand-duchy of *Berg,* and the *Grand-Duchy of Warsaw,*—all under the effectual control of Napoleon. Now color in solid green the territory from the Rhine to *Lübeck,* annexed in 1810; the reason for this annexation will be clear if, remembering the Continental System, you place your pencil on Rotterdam, Amsterdam, Bremen, Hamburg, Lübeck. Italy, too, must be constrained to exclude British commerce; hence the annexation of certain of the Italian lands and of the *Illyrian Provinces,* all of which likewise should be colored green (see **Robertson,** plate 8). As more or less willing allies of Napoleon, enforcing the Continental System with varying degrees of vigor, *Austria-Hungary* (1809), *Sweden* (1810-1812), *Prussia* (1807), and *Denmark* may be outlined in blue. How much of the commercial coast of Europe now remains outside Napoleon's system? *Portugal,* backed by *Great Britain,* still defied the Emperor's will; color both red. Also *Sicily. Russia,* an ally in 1807, soon grew diffident and finally refused to enforce Napoleon's commercial decrees; outline Russia in red. The map now explains the underlying reason for the two wars which did most to undermine Napoleon's position,—the Peninsular War and the *invasion of Russia.* Indicate the latter by a dotted line. (See **Muir,** plate 11.)

D. **Consolidation in Germany:** In order to realize the complexity of "Germany" before the Napoleonic changes, turn to **Robertson,** plate 11, and attempt to count the states of the Holy Roman Empire in 1789. In 1806 Napoleon remade the map of Germany through the formation of the *Confederation of the Rhine.* Outline in green the Confederation as in 1812 (**Robertson,** plate 12; **Hayes I,** map p. 559; also **Muir,** p. 16), and note in your key the two important German states excluded from the Confederation. In thus remaking the map of Europe, Napoleon despoiled Prussia and Austria of much valuable territory. Indicate in your key some of the lands thus lost temporarily by those two states.

Although the Congress of Vienna was destined to restore Europe to its "legitimate" rulers, it will be evident from Map Study Number Eight that much of Napoleon's work will be permanent. This is particularly true of the Germanies, in which hundreds of petty principalities were destined to remain absorbed by a comparatively few larger states. But the Empire of Napoleon had an even greater permanent significance: it meant that the principles of the Revolution had been given practical application in many of the countries which were conquered by or allied with France. In this connection read once more **Hayes I,** 573-575.

Map Study Number Eight.

THE RECONSTRUCTION OF EUROPE BY THE CONGRESS OF VIENNA.

Text: **Hayes II,** 5-14; **Muir,** p. 15.
Atlas: **Robertson,** plates 13-17, 20-21; **Muir,** plates 12, 23d, 24b, 25a, 27; **Hayes II,** map p. 1.
McKinley Outline Map No. 101a (or Nos. 112a and 82a).

Refer back to Map Study Number Seven and to **Hayes I,** 558-566, and fix definitely in mind the political situation in Europe in 1813.

A. **Territorial adjustments in the interest of "legitimacy" and "compensations":** Draw the boundaries, as they existed in 1813, of the leading Continental allies leagued against Napoleon in the struggle of 1813-1814. After reading the text assignment, show the territories secured by each of these states by the settlement of Vienna. (It will be recalled that Russia already had acquired *Finland* and *Bessarabia*.) Point out in your key the most notable examples of "compensations." What had become of Napoleon's vassal states, such as, for example, the Grand-Duchy of Warsaw?

B. **The Germanic Confederation:** On the ruins of Napoleon's Confederation of the Rhine the Congress of Vienna constructed a Germanic Confederation, "a ghost of the old Holy Roman Empire." Draw the boundaries of the new Confederation. Note the consolidation and strengthening of the south German states; the readjustment of the western frontier, notably by large Prussian annexations of Rhenish territory; the protection which this extension of the frontier offers against French invasion of the Germanies; the reappearance of Hanover; the weakening of Saxony. Show on your map three or four free cities. Indicate territories within the Confederation but held by the kings of Denmark and the Netherlands. Show also Prussian and Austrian lands outside the Confederation. Locate on your map the free city of *Frankfort,* meeting place of the Diet of the Confederation.

C. **Violations of the principle of nationality:** In their enthusiasm for "legitimacy" and "compensations," the eminent statesmen at Vienna ignored the principle of nationalism. This fatal mistake was responsible for most of the wars of the nineteenth century,—it meant that, in spite of all Metternich might attempt for the maintenance of the *status quo,* the settlement of Vienna would not last. After reading **Hayes II,** 9-10, and **Muir,** p. 15, make clear on your map and explain in your key the important instances in which the Congress violated the principle of nationality.

Map Study Number Nine.

THE INDUSTRIAL REVOLUTION.

Text: **Hayes II,** 65-97; **Cheyney,** Chapter VIII; **H. de B. Gibbins,** *Industry in England* (New York, 1916), Chapters XX-XXV, may be consulted for special points.
Atlas: **Muir,** plates 30, 44a-b, and page 47; **Gibbins,** maps pp. 350 and 454; **Hayes II,** maps pp. 215 and 277.
Two McKinley Outline Maps No. 121a.

How the Industrial Revolution remade European society can be strikingly illustrated by comparing the England of, say, 1700, with the England of the nineteenth century,—when machinery and power had largely displaced hand labor, and the domestic system of manufacture had given way to the factory.

From **Muir,** plate 44b, indicate on your map in black oblique lines the chief coal-fields of England and Wales at the present time. With **Gibbins,** map p. 454, as a guide, show by red oblique lines the chief manufacturing districts of modern England; from **Muir,** 44b, make a mental note of the principal articles there manufactured. (These black and red oblique lines should be drawn as light as is consistent with clearness; if they are heavy, the colored portions of the map will become a blotch.) Tint lightly in green or yellow the districts most densely populated in present-day England. Observe to what extent the area of dense population corresponds with the area of manufacturing and mining. How can you account for the phenomenal growth of London and the district surrounding it?

The contrast between your map and one of England before the Industrial Revolution is striking. Compare your work with **Gibbins,** map p. 350, and **Muir,** plate 44a. On your key sheet enumerate the counties most densely populated before the Industrial Revolution; draw a red line through the names of those which no longer rank in the forefront; on the other hand, enumerate four counties which now are among the most densely populated, but which in 1750 were not. To explain this spectacular shift in population, observe that many of the declining counties were handicapped by lack of coal-fields or other industrial advantages. Referring to the physical map, **Muir,** plate 30, note how the rising

counties possessed swift streams to furnish power for mills and mines.

It now remains to make graphic the effect of the Industrial Revolution upon British politics. On a second Outline Map No. 121a locate the following towns which were enfranchised in 1832: *Leeds, Sheffield* (where Sir Henry Bessemer proved the practical value of his method for the manufacture of steel), *Manchester* (center of the reform agitation up to 1832 and later of the Cobden-Bright free-trade movement), *Liverpool* (birthplace of William Ewart Gladstone), *Birmingham* (where Watt and Boulton manufactured steam engines), *Blackburn* (in the vicinity of which lived Hargreaves), *Bury* (home of John Kay, another of the inventors), *Rochdale* (in which was located the cotton mill of John Bright's father), *Sunderland* (famous for its coal exports as early as the reign of Henry VII). In each case, either on your map or in your key, indicate the branch of industry for which the town is famous; in some cases this information may be obtained from **Muir,** plate 44b, but in others it will be advisable to refer to articles on these towns in the *Encyclopædia Britannica.* Can you discover any correlation between these enfranchised towns and the shaded districts in your first map? Explain in your key.

Supplement to Map Study Number Nine.

A. **The British Cotton Industry.** The cotton industry was one of the first trades affected by the Industrial Revolution and may well be taken as an index. On a sheet of *cross-section paper* plot the growth of Great Britain's cotton industry, using the short way of the paper (each small space denoting five years) for the years, and the long way for the raw cotton imports (1 small space representing 30 millions of pounds). The following table from Mulhall's *Dictionary of Statistics* (p. 158) will give you the necessary data:

BRITISH IMPORTS OF RAW COTTON.

Year	*Million Pounds*
1720	2
1785	11
1800	52
1814	95
1820	119
1830	245
1840	452

Year	*Million Pounds*
1850	588
1860	1,140
1870	1,101
1880	1,404

At the proper places, chronologically, indicate on your graph-sheet the principal inventions which might have affected the cotton industry. Does the graph show a sudden rise after each invention? On the same sheet it may be worth while to show the increase of power-looms in the British cotton trade, using the following table:

Year	*Looms*
1813	2,400
1820	14,000
1829	55,500
1833	100,000
1870	440,000

B. **The German Cotton Industry.**

AVERAGE ANNUAL IMPORTS OF RAW COTTON

Years	*Metric Tons*
1836–1840	9,000
1856–1860	46,000
1876–1880	124,000
1886–1890	201,000
1899–1903	324,000

Compare with graph A. Was the Industrial Revolution in Germany synchronous with that in Great Britain?

C. **The Russian Cotton Industry.** To show the tardy development of modern industry in Russia, plot the graph of Russian imports of raw cotton, using the same scale as in A and B. Compare with Germany and Great Britain.

AVERAGE ANNUAL IMPORTS OF RAW COTTON.

Years	*Tons*
1824–1826	900
1836–1838	4,600
1842–1844	8,400
1848–1850	21,400
1889–1891	117,400
1899–1903	180,000

D. **The Iron Industry.** To show how the Industrial Revolution affected the iron industry, plot the growth of the British output of pig-iron. For purposes of comparison the interested student may also indicate (preferably in ink or pencil of another color) the growth of the French, German, American, and World output.

ESTIMATED AVERAGE ANNUAL OUTPUT OF PIG-IRON, IN THOUSAND TONS.

Date	*Great Britain*	*France*	*United States*	*Germany*	*Total World*
1500	6	12	.....	5	60
1700	12	22	.....	10	104
1740	20	26	1	18	157
1750	22	.....			
1790	68	40	30	30	278
1800	190	60	40	40	460
1810	250	85	55	45	616
1820	400	140	110	90	1,010
1830	680	220	165	120	1,585
1840	1,400	350	290	170	2,680
1850	2,250	570	560	400	4,442
1860	3,830	900	820	530	7,180
1870	5,960	1,180	1,670	1,370	11,910
1880	7,750	1,730	3,840	2,700	18,140
1890	7,900	....	9,200	4,580	27,160
1900	8,960	....	13,790	8,390	38,970

(From Mulhall, *Dictionary of Statistics*, p. 332, and *Enc. Brit.*, vol. XIV, p. 834.)

Similar graphs may be constructed to illustrate the relationship between the Industrial Revolution and the development of international commerce, the growth of population in the various European countries, and other relevant phenomena. For such purposes the interested student or instructor will find statistical material available in Mulhall, *Dictionary of Statistics;* Webb, *New Dictionary of Statistics;* the *Encyclopædia Britannica.*

Map Study Number Ten.

THE UNIFICATION OF ITALY, 1848-1871.

Text: **Hayes II,** 163-175.
Atlas: **Muir,** plate 18b; **Robertson,** plates 16-17; **Hayes II,** maps pp. 165 and 427.
McKinley Outline Map No. 132a.

Recall the reorganization of the Italian peninsula accomplished by Napoleon (see Map Study Number Seven) and the virtual undoing of his work by the Congress of Vienna (see Map Study Number Eight). Although by the terms of that settlement the House of Habsburg tightened its grip more firmly than ever upon Italy, the Kingdom of Sardinia emerged with increased territory acquired at the expense of Genoa. Recall also the unsuccessful attempt of Sardinia to drive Austria from Italian soil in 1848 (**Hayes II,** 131, 136-137). By this defeat success was not permanently denied, but only postponed.

As you read the text assignment, try to visualize the growth of a united Italy by constant reference to the atlas. Draw on your outline map the Kingdom of Sardinia as it was in 1848. Indicate the territories which Cavour promised to Napoleon III as the price of French aid against Austria. Now trace on your map the steps in the unification of Italy, indicating in your key when and how each state was annexed to Sardinia (1859-1860). Then show what the newly constituted Kingdom of Italy secured from the alliance of 1866 with Prussia. Indicate what additional steps toward unification were taken during the Franco-German War of 1870-1871.

Had Italy now reached her national boundaries? Show on your map those lands of Italian speech which still remained in the possession of the Habsburgs. This *Italia irredenta* will serve as the chief explanation of the entrance of Italy into the Great War (1915). (See **Hayes II,** p. 427.)

Map Study Number Eleven.

THE FOUNDATION OF THE GERMAN EMPIRE, 1815-1871.

Text: **Hayes II,** 180-202.
Atlas: **Muir,** plates 23d, 24b, 12-13, 51d; **Robertson,** plates 13-14; **Hayes II,** map p. 181, map p. 211.
McKinley Outline Map No. 125a.

Refer back to Map Study Number Eight to review the political situation in the Germanies after the Congress of Vienna. On your new outline map draw the boundaries of Prussia as they were determined in 1815. This Prussian state will gain considerably in size and prestige until, in 1871, it will be the leading state of the Germanies and the keystone of a new and powerful German Empire.

The political unification of Germany was preceded by an economic union of the principal German states. Show, by a blue line, the boundaries of this Zollverein, or customs union, in 1834. And now the states which subsequently joined, indicating the date in each instance. Explain in your key what influence this economic union would be likely to exert in the direction of political union. Observe that Austria, which consistently has opposed a strong unified state, is not included in this economic union.

Following carefully **Hayes II,** 186-191, indicate by oblique lines the various acquisitions to Prussian territory as a result of the wars with Denmark and Austria (1864-1866), enumerating in your key the states thus annexed. Among these annexed territories locate *Kiel,* which subsequently was to be the eastern terminus of an important naval and commercial canal connecting the North Sea with the Baltic. Note that the Prussian state now is thoroughly consolidated,—east and west are finally joined. Observe also that Prussia has gained control of an attractive stretch of seacoast with strategic harbors; this is destined to make the new German Empire a great commercial, colonial, and naval power.

Draw the boundaries of the North German Confederation (1867-1871) and color the non-Prussian states of the Confederation to distinguish them from Prussian territory. Indicate in your key the German states which remained outside this new Confederation.

Show on your map, with appropriate explanations in your key, the results of the Franco-German War (1870-1871) in the final achievement of German unification. Indicate clearly the portions of Alsace and Lorraine ceded by France to the German Empire. These ceded territories included several strong fortresses and valuable iron mines, thus giving them increased political and economic importance.

The German Empire, welded together by "iron and blood," was undoubtedly firmly united, prosperous, and powerful; but it was not coterminous with the German nation. Millions of Germans still remained outside the German national state. After consulting **Hayes II,** pp. 427 and 435, describe in your key the territorial distribution and political allegiance of these German-speaking peoples. Furthermore, in achieving "national unification" for themselves the Germans had violated the principle of nationalism by including within the Empire considerable numbers of non-German peoples. To the Polish problem in *Posen* had been added a Danish problem in *Schleswig* and a French problem in *Alsace-Lorraine.* These racial minorities will constitute a political weakness of the German Empire until they are finally set free by the Peace of Versailles in 1919.

Map Study Number Twelve.

THE NEAR EASTERN QUESTION.

Text: **Hayes II,** 422, 426-435, 468-469, 490-539, 706-707.
Atlas: **Robertson,** plates 3, 18-26, 29-30; **Muir,** 26a; **Hayes II,** maps pp. 331, 427, 491, 535; **Hayes III,** maps pp. 128, 138.
McKinley Outline Map No. 113a.

A. **The Dismemberment of the Ottoman Empire:** After referring to **Hayes II,** map p. 491, and **Muir,** plate 26a, draw a line indicating approximately the greatest extent of the Ottoman Empire. Then draw a second line bounding the Empire in 1815 (**Hayes II,** map p. 1). Third, draw a line showing the Turkish frontiers of 1914 (**Hayes II,** maps pp. 535, 561). These lines show

that the map of southeastern Europe was altered more radically in the single century 1815-1914 than in all the preceding three hundred years.

Fix clearly in your mind, but do not indicate on your map, the losses of the Ottoman Empire which were due to the emancipation of Magyar and Ruman territory by the Austrian Habsburgs; the apparently irresistible advance of the Russians along the Black Sea and in the Caucasus; imperialistic aggrandizement of France, Great Britain, and Italy in the African, Mediterranean, and Asiatic provinces of the Sultan. It will be advisable to describe in your key these gains of the various European nations at the expense of the Turks.

The most significant development of the nineteenth and twentieth centuries in the dismemberment of the Ottoman Empire, however, is the struggle of the Balkan peoples to throw off the yoke of Turkish rule. In this struggle geography was on the side of the Christian peoples struggling for their independence; glance at **Muir,** plate 28a, and see how well-nigh impossible it was for the Turks to bring under subjection by military force the tribesmen of Serbia, Montenegro, Albania, and Bulgaria. The goal of national independence from Turkey was practically achieved by the Balkan Wars of 1912-1913; show on your map, therefore, the Balkan States as their boundaries were defined by the Treaty of Bucharest (**Hayes II,** map p. 535). As we shall see presently, however, the final achievement of national unification for these nations could be realized only after a struggle against the Habsburgs; this fact will explain the stakes of Austria-Hungary in the Balkans and the rôle of the Balkan nations in the Great War. The Treaty of Bucharest was not a peace, but only a truce.

B. **Austro-Hungarian Ambitions in the Balkans:** The forcible expulsion of Austria from Italy and from participation in German affairs (see Map Studies Numbers Ten and Eleven) led the Habsburgs to seek new fields for dynastic and imperial aggrandizement. Following the course of least resistance, they initiated a *Drang nach Osten* designed, ultimately, to bring the entire Balkan Peninsula under their control. To their Serbo-Croat provinces of *Croatia, Slavonia,* and *Dalmatia,* they added by annexation (1909) the provinces of *Bosnia* and *Herzegovina.* Thus was forecasted the southward expansion of Austria-Hungary which was not to be definitely halted until crushing military defeats and a republican revolution in 1918 brought about the disintegration of the empire of the Habsburgs.

In a sense, Austro-Hungarian policy in the Balkans was defensive. The avowed purpose of certain of the Balkan states to achieve full national unification constituted a threat to Austria-Hungary that one day she would be obliged to surrender some of her most important territories. Referring to **Robertson,** plate 18, and to **Hayes II,** map p. 427, indicate in your key those provinces of Austria-Hungary which would have to be given up if the "Greater Serbia" was to be realized. It was charged in 1914 that the Serbian government was countenancing nationalist agitation by Serbians for the forcible seizure of these provinces and for the fomenting of local insurrections. Locate *Serajevo,* the scene of the murder which provided the occasion for the Great War in 1914. Observe, also, that a "Greater Rumania" would involve for Austria-Hungary the loss of such valuable provinces as *Transylvania* and *Bukowina.* Only if the Habsburgs maintained control of the Balkan states could they hope to stave off eventual disintegration of their empire.

These conflicting nationalist aims were complicated by the desire of Austrian and Hungarian capitalists to control the Balkan railways. Draw the line of the railway which connects Vienna with Constantinople, via Budapest, *Belgrade, Nish, Sofia,* and *Adrianople.* Show the off-shoots of this railway terminating in *Salonica,* the important Greek port on the Ægean. Note that Serbian acquisition of the sanjak of *Novi Bazar* during the Balkan Wars deprived Austria of the possibility of acquiring another natural railway route to Salonica. The economic and strategic importance of these railways provided one of the chief incentives to an aggressive Austrian policy in the Near East. To gain possession of these routes was the main purpose of the Austro-German conquest of Serbia in 1915. (See **Hayes II,** map p. 535, and **Hayes III,** map p. 128).

C. **The Stakes of Germany in the Near East:** The Balkan policy of Austria-Hungary was responsible for a number of Near Eastern crises (see **Hayes II,** 706-709) which brought Europe many times to the brink of war and which, in 1914, resulted in the precipitation of the greatest international struggle of all time. That Germany, in each of these crises, faithfully stood beside her ally "in shining armor" will the more readily be understood if one expresses in graphic form the coincidence of German and Austro-Hungarian interests in the Near East.

German imperialism in the Near East centered in the Bagdad Railway. This railway, it was hoped, eventually would provide through service from Berlin to the Persian Gulf and thence by steamer to India. In Europe the line would run from Berlin to

Constantinople via Vienna, Budapest, and the main Balkan railway mentioned above. Thus far, then, Germany would be vitally interested in the maintenance of Austrian hegemony in the Balkan Peninsula. After consulting **Hayes III,** map p. 138, draw the line of the Bagdad Railway in Asiatic Turkey: the route will lead you from *Scutari* through *Aleppo* and *Mosul* to *Bagdad, Basra,* and *Koweit* (See, also, **Robertson,** plate 26). Note that at Aleppo connections are made for *Damascus,* Jerusalem, and Mecca, bringing the line perilously near the *Suez Canal.* Observe the proposed branch lines in Persia. (Note throughout this section that only portions of the Bagdad Railway have been actually completed.)

Glance over **Hayes II,** map p. 561, and fix clearly in your mind the colonies and spheres of interest of the European nations in Asia. Does an examination of your map of the Bagdad Railway suggest anything as to the reasons for British opposition to the project? Why should Russia have objected to the Railway? Explain in your key sheet. The Great War was destined to transfer the Bagdad Railway to British hands.

For a complete map of the Bagdad Railway and a description of the areas which it traversed, see E. M. Earle, *Turkey, the Great Powers and the Bagdad Railway* (New York, The Macmillan Company, 1923), frontispiece and pp. 71-75.

Map Study Number Thirteen.

INTERNATIONAL RELATIONS AND THE GREAT WAR.

Text: **Hayes II,** 679-719; **Hayes III,** 13-27, 37-40, 62-65, 69-73.
Atlas: **Robertson,** plates 1, 4, 6, 9, 10, 13, 17; **Hayes II,** maps pp. 331, 397, 427; **Hayes III,** maps pp. 1, 27, 143, 299, 327; *Hammond's Business Atlas of Economic Geography,* plates 10-11.
McKinley Outline Map No. 111a.

The student is advised to examine all of the atlas material before beginning this Study; otherwise he will have some difficulty in locating readily the information required.

A. **France and Germany:** European and world politics are so intimately associated with the sharp rivalry between France and Germany that a clear understanding of their relations to each other

is the first necessary step in a study of the international relations of the latter nineteenth and early twentieth centuries. Draw the boundaries of France and of the German Empire as they were in 1914. Refer to *Hammond's Business Atlas of Economic Geography,* plates 10-11, and indicate on your map the chief coal fields and iron mines near the Franco-German border and in Belgium. Of no inconsiderable importance are the valuable iron ore deposits in Lorraine, partly in French and partly in German territory. Note from **Robertson,** plate 4, how exposed to attack from either side are the industrial districts of France, Belgium, and the Rhenish provinces of Prussia; whoever possesses these will be depriving his enemy of the very sinews of war. Observe the situation of *Alsace-Lorraine* with reference to the "natural boundaries" of France and to the ethnographical limits of the French-speaking peoples. Color France solid green; Germany solid yellow; Great Britain with red oblique lines.

B. **The Balance of Power:** Outline in yellow the Triple Alliance by which Bismarck effected the diplomatic isolation of France and maintained German hegemony in European affairs until he retired as Chancellor (1890). In the years following 1890 France was determined to recover from this humiliating isolation and to build up a rival coalition to offset the prestige and power of the Central European alliance. The first step in the successful pursuit of this policy was the cementing of the Dual Alliance between France and Russia (1891-1895); color Russia with green oblique lines. Great Britain, still neutral, was inclined to be anti-French because of conflicting colonial policies; one of these clashes nearly precipitated a war between the two countries in 1898 (Refer to **Hayes II,** 624, and explain in your key). Largely through the masterly diplomacy of Delcassé, the negotiations succeeding the incident of 1898 resulted in the formation of the Entente Cordiale of 1904; green cross-lines should now be drawn over Great Britain. Divergent interests in the Near East and the Far East at first prevented any agreement between the two allies of France, Russia and Great Britain; these were reconciled by agreements of 1907, completing the Triple Entente; Russia should now be colored with red cross-lines. Japan, if on the outline map, likewise would be colored with cross-hatching of green and red (explain in your key). Portugal may be outlined in red, as an ancient ally of Great Britain.

In the face of this seemingly hostile coalition, Germany desired to cement her existing alliance and, perhaps, to enlist the aid of new friends. She loyally supported Austro-Hungarian policy in the

Balkans, thus increasing German prestige in Vienna. Russian influence became predominant in Serbia after 1903 (explain in your key); outline Serbia in green and red to indicate allegiance to the policies of the Entente. Thereafter the Teutonic powers tended to favor Bulgaria (outline brown) rather than Serbia. German economic penetration into Turkey was winning the political support of the Sultan; outline Turkey in brown. Meanwhile Italy was becoming restive in the Triple Alliance; she was suspicious and jealous of the Balkan policy of Austria-Hungary; she still cast longing, envious glances toward *Italia irredenta.* To show the growth of pro-Entente feeling in Italy, scatter a few green dots over the peninsula.

Your map should now give you a graphic picture of the diplomatic situation in Europe when the assassin of Serajevo fired a shot which shook the world.

C. **The Great War:** Obviously no single map study could give an adequate picture of the Great War; it will be necessary for us to confine our attention to a few significant developments of the momentous years 1914-1918.

Following closely the Topical Outline (pp. 95-103 above), with appropriate references to **Hayes III,** color with green and yellow oblique lines respectively the nations of Europe which entered the war associated with the Entente or the Teutonic powers. (It will be found helpful in this connection to consult **Hayes III,** maps pp. 143 and 299.) In your key name the non-European nations which entered the war against Germany.

Refer to **Hayes III,** maps pp. 27 and 327, and then show on your map approximately the portions of Belgium and northern France devastated by the war. How far does this area coincide with the industrial and mining districts which you already have indicated on your map? Now read **Hayes III,** 21-27, 37-40. What reasons do you think prompted the Germans to invade France via Belgium, rather than via Lorraine? Explain in your key.

Supplement to Map Study Number Thirteen.

While it is necessary to have a vivid mental picture of the geographical situation of the European nations and of their international alliances, it is hardly less desirable to form a clear conception of their relative importance in population, industry, and trade. Statistics are easily accessible in encyclopædias, the *Statesman's Year Book,* and the *World Almanac.* The student should

compile from these sources a table of the populations of the chief European nations. On a graph sheet, turned so that the longer side of the sheet is horizontal, he should write the names of the countries at the left-hand margin, one under the other in a vertical column, leaving about an inch space at the top. Opposite each name should be inked in a heavy line proportioned in length to the population of the country, allowing each small space to represent, say, 5,000,000. Population is here taken merely as an example of how the graph may be constructed. Similar procedure may be followed, at the option of the student, to show relative strength of the belligerent nations in commerce, cotton manufactures, iron and steel production, wheat production, armies, navies, colonial empires.

Map Study Number Fourteen.

EUROPE IN 1924.

Text: **Hayes II,** 787-805; **Hayes III,** 365-388.

Atlas: Isaiah Bowman, *The New World* (1921) and *Supplement* (1924), cited as **Bowman;** Lawrence Martin, "Maps Showing Territorial Changes Since the World War," in *International Conciliation,* No. 198 (May, 1924), reproduced in *The Treaties of Peace, 1919-1923* (2 volumes, 1924), cited as **Martin; Hayes III,** maps pp. 365, 374, 375, 401; *Literary Digest Historical and Political Atlas of New Europe* (published annually).

McKinley Outline Maps Nos. 111a, 112a, 114a.

A. **The New Map of Europe:** Referring to **Martin,** figures 1 and 2, you will come to some important conclusions regarding the complexity of the political map of Europe in 1924 as compared with 1914. Count the number of international boundaries one must cross in an overland journey from Constantinople to Berlin and from Petrograd (Leningrad) to Paris in 1924. Is the number greater or less than in 1914? Indicate in your key sheet some of the economic, military, and political consequences of the situation you have described. Some writers have described the conditions as producing the "Balkanization" of Europe. Can you explain the meaning of this term?

B. **The New Map of Germany:** On outline map No. 112a show German territory occupied by the Allies under the terms of the armistice of November 11, 1918. The French zone of occupation was centered in *Mainz,* the American (1918-1923) in *Coblenz,* the British in *Cologne.* Indicate on your map the *Saar* valley and explain in your key sheet the status of the area. Show the *Ruhr* region, including the city of *Essen,* occupied by French forces in 1923 as a punitive measure for German default in reparations deliveries. Did the French have other objectives in the Ruhr than collection of reparations (**Hayes II,** 837-838)? Show the demilitarized zone of fifty kilometres east of the *Rhine.* Locate, also, the former German naval base of *Heligoland,* the fortifications of which were demolished in accordance with the terms of the Treaty of Versailles. (Consult **Hayes III; Martin,** figure 3; **Bowman,** p. 195.)

Now show how the map of Germany was remade by the Treaty of Versailles. Using the references already cited, along with **Hayes III,** pp. 365, 374, 375, and the **Literary Digest Atlas,** indicate the territories ceded by Germany to France, Belgium, Poland, and Lithuania. By diagonal lines show the areas the nationality of which was determined by plebiscite, especially *Schleswig* (use outline map No. 111a), *Upper Silesia,* and *East Prussia.* What disposition was made of the German colonial empire (**Martin,** figure 5; **Literary Digest,** 37, 43; **Bowman,** 198) and of German economic rights abroad (**Hayes II,** pp. 777-778; **Martin,** figure 7)? Which nation seems to have received the lion's share of the German overseas empire?

Read **Bowman,** pp. 193-196, and include in your key sheet a summary of the political and economic losses suffered by Germany in the political readjustments which you have drawn on your map.

C. **The New National States:** One of the remarkable developments of the Great War was the disintegration of the empires of Russia and Austria-Hungary and the breaking away of racial minorities throughout Europe from their former oppressors. The settlement of 1919 attempted to recognize the principle of nationality; and wherever racial minorities were not given complete independence, to protect their rights from infringement by the majority. Using all three outline maps as they seem most convenient for each purpose, show how the principle of nationality was intended to be vindicated by certain annexations of the Allied Powers, notably France, Italy and Rumania. Far more important than these annexations, however, was the creation of a group of new national states.

Show on your maps the republics of *Poland, Czecho-Slovakia, Finland, Esthonia, Latvia,* and *Lithuania,* the independent state of *Albania,* the free city of *Danzig,* the kingdom of *Hungary,* and *Yugoslavia* (Kingdom of the Serbs, Croats, and Slovenes). Recognition of the principle of nationality in the United Kingdom led to the creation of the *Irish Free State.* In the place of the Russia of the Tsars has sprung up a *Union of Socialist Soviet Republics,* including the republics of *Soviet Russia, Ukraine, White Russia,* and other independent or autonomous areas.

Refer to **Hayes II,** footnote, p. 795, **Bowman,** 132-134, 191-192, 214, 233, 253-259, 279, and list in your key sheet a few significant instances in which the Peace of Paris seems to have violated the principle of nationality. Do you consider that the union of the German and Austrian republics would be a logical step in recognition of the principle of nationality? Why did the Allies prohibit such a union?

In recognizing the claims to political independence of the former nationalist minorities of the Austro-Hungarian empire, the statesmen at Paris ignored the fact that boundaries of language do not always coincide with desirable economic boundaries. Read **Bowman,** 218-220, and describe briefly in your key the present economic plight of Austria, for example. On the other hand, national boundaries were sometimes ignored in the interest of strategic boundaries. Can you cite an example?

Did the Peace of Paris more generally recognize the principle of nationality than did the Peace of Vienna?

D. **The League of Nations:** Refer to *These Eventful Years* (published by the *Encyclopædia Britannica,* 1924), Volume I, p. 116, and to **Martin,** figure 4, and fix clearly in your mind the extent to which the territory and the population of the world are under the jurisdiction of nations which have subscribed to the Covenant of the League of Nations. How many nations are members of the League? Do these nations comprise all of the Great Powers? Do they include the principal agricultural and industrial nations of the world? What notable exceptions would you cite? Select the three most important nations which are not members of the League and from the *Statesman's Year Book* obtain significant statistics regarding their population, military and naval power, and national wealth. Do you consider it in the interests of the League and in the interests of its non-members that the latter should subscribe to the Covenant? Explain.

Does the list of members and non-members of the League sub-

stantiate the charge that the League is an alliance of the victors in the Great War against the vanquished? Which of the former Allies are not members? Which of the former Central Powers have been admitted to membership?

Map Study Number Fifteen.

THE NEAR EAST, 1914-1924.

Text: **Hayes II**, 739, 753-754, 760-761, 791-793; E. M. Earle, *Turkey, the Great Powers, and the Bagdad Railway* (1923), Chapter XI.

Atlas: **Hayes II**, map p. 768; **Martin**, figures 10-16; *Statesman's Year Book*, 1920, 1924; **Bowman**, maps illustrating Chapters XVI, XVIII, XXIV-XXVIII, and *Supplement*, figures 18-23; **Literary Digest Atlas**; **Shepherd**, 165.

McKinley Outline Map No. 135a, two copies.

A. **The Secret Treaties:** After reading **Hayes II**, 761, and **Earle**, 293-296, refer to **Bowman**, 102, and study carefully the partition of the Ottoman Empire agreed upon by the Allies in the Secret Treaties of 1915-1917. Compare **Bowman**, 102, with **Shepherd**, 165, and indicate in your key sheet the extent to which the Secret Treaties were based upon the principle of nationality. What other objectives could the treaties have been designed to achieve? To what extent were the Secret Treaties in conformity with the peace principles of President Wilson? That the Allies were determined to apply their pre-arranged bargains to the permanent settlement in the Near East will become apparent if you will examine **Bowman**, 103, and **Martin**, figure 11, which show the status of Turkey under the Treaty of Sèvres and the tripartite agreement of August 10, 1920, between Great Britain, France, and Italy. There were certain marked departures from the original plans, however. Indicate in your key sheet what these departures were.

B. **The Near East after the Treaty of Sèvres:** Basing your work on **Martin**, figures 10, 11, and 15, show the boundaries of Bulgaria and Greece as defined by the treaties of Neuilly and

Sèvres. Show clearly Greek acquisitions in the Balkan Peninsula and the Greek area of occupation (the *Smyrna* district) in Asia Minor. Read **Bowman,** 324, and summarize in your key sheet the rights which Greece received in Asia Minor and the provisions made by the treaty for the eventual disposition of Smyrna. Show the western boundary defined by President Wilson for the *Republic of Armenia,* an American mandate for which was rejected by the United States Senate. Draw the boundaries of the plebiscite area of *Kurdistan.* Referring to **Bowman,** 416-417, and **Martin,** figure 13, show on your map and explain in your key sheet the solution of the delicate question of *Constantinople* and the *Straits* (the *Dardanelles,* the *Sea of Marmora,* and the *Bosporus*). Locate the Transcaucasian republics of *Georgia* and *Azerbaijan.* Show the French mandate in *Syria,* the British mandate in *Palestine* and in *Iraq,* and the British protectorate in *Egypt.* Draw the boundaries of the Arab kingdom of the *Hedjaz.* What disposition was made of the *Dodecanesos?* Locate the holy cities of *Jerusalem, Mecca,* and *Medina.*

Compare your map with **Shepherd,** 165, and **Bowman,** Supplement, 96, and explain in your key sheet how the Treaty of Sèvres recognized and how it violated the principle of nationality. Referring to **Bowman,** 299, 322, indicate whether the Sèvres settlement was desirable from the point of view of promoting the unhampered economic life of Bulgaria and Turkey. **Earle,** 303, indicates other respects in which the Treaty of Sèvres influenced the economic life of Turkey.

The Treaty of Sèvres became a dead letter because of the rise of the Turkish Nationalist movement. Locate *Angora,* the home of the government of Mustapha Kemal Pasha and the Grand National Assembly; *Cilicia,* evacuated by the French; *Adalia,* given up by the Italians; *Mudania,* the scene of the armistice of 1922 between Turkey and the Allies.

C. **The Near East after the Treaty of Lausanne:** On the second copy of outline Map No. 135a draw the boundaries of the Turkish Republic as defined by the Treaty of Lausanne. Show the demilitarized area of the *Straits* and the demilitarized boundary between Greece and Turkey (**Martin,** figures 12, 14). The boundary between Turkey and the Soviet republics of *Armenia, Georgia,* and *Azerbaijan* (**Literary Digest Atlas,** 31) was agreed upon by Russo-Turkish treaties of 1921. Note that the boundary between Turkey and Iraq was not determined by the Treaty of Lausanne because of a dispute between Turkey and Great Britain regarding

the eventual disposition of *Mosul.* This dispute was referred for settlement to the Council of the League of Nations, October, 1924.

Indicate Greek losses to Turkey, in Europe and in Asia Minor. By an "interchange of populations" agreement of January, 1923 (forming part of the Peace of Lausanne), Greece was to deport to Turkey all Moslems remaining under Greek rule (except those in *Western Thrace*) and Turkey was to deport to Greece all Greek Orthodox Christians remaining under Turkish rule (except those who had resided in Constantinople prior to 1918). By this means it was hoped to make Greece and Turkey more nearly homogeneous and to avoid the troublesome problems of minorities. Keeping in mind this interchange of populations, and referring to **Shepherd,** 165, indicate in your key sheet whether the Peace of Lausanne more or less than the Treaty of Sèvres recognized the principle of nationality.

Consult **Martin,** figure 16, and complete your map of the Near East in 1924, showing the British mandates in *Iraq, Palestine,* and *Trans-Jordan;* the French mandate in *Syria;* the kingdom of the *Hedjaz;* and the nominally independent state of *Egypt.*

Throughout the nineteenth century the British Empire has been vitally interested in the former possessions of the Sultan because they lay astride the commercial and military routes to India. Do you consider the British position in the Near East in 1924 more or less secure than in 1914? Why?

Appendix III.

BOOK REVIEWS.

A useful exercise in the study of modern history is the preparation of a paper on some historical book. Such a "review" is expected to achieve two quite different ends—the one, informational; the other, critical. As a means of acquainting himself with the methods of competent writers, the student should read one or more typical book reviews in *The Nation* (New York), *The American Historical Review, Political Science Quarterly,* or some similar publication.

Information Concerning the Book Reviewed.

At the beginning of every review should be written with accuracy the title, author, publisher, date, pagination, etc., of the book under consideration. For example, the review should be prefaced by such a heading: *The British Empire and the United States.* By William Archibald Dunning. With an introduction by Viscount Bryce and a preface by Nicholas Murray Butler. New York, Charles Scribner's Sons, 1914: xl, 381 pp. Then the reviewer should set forth succinctly the plan and scope of the work, rehearse clearly the main ideas developed, and report carefully the kind of sources and method which the author appears to have used. The seeming formality of such a summary should not dissuade the reviewer from using whatever art he may possess, as an intelligible summary requires not only insight in discerning what is of primary importance and what is merely explanatory and dependent, but also a considerable amount of sympathy and a facility to express in a few written pages the substance of a volume. It is hoped that by this practice the student will himself learn to read more intelligently.

Criticism of the Book Reviewed.

The student should ascertain from the introduction or preface, or by reference to some biographical dictionary such as *Who's Who.*

something of the author's training, occupation, previous writings, and political and religious affiliations. This information is important in determining the writer's qualifications and in explaining his prejudices, should he have any.

As a reviewer the student must now summon his faculties of criticism wisely to evaluate what he has considered and described. He has indicated in general the author's purpose; it is now his function to sit in judgment to decide in how far that purpose has been realized. Does the book tell you what you wish to know about the subject? Does the author's style attract or repel the reader? Does he seem fair in his interpretation of evidence or do his judgments seem unwarranted by the facts he cites? Why, if at all, should anyone pay money for this book and spend time in reading it? Does it succeed as well as other books you know upon this or similar subjects? Considering the many things that men and women have to do, is it wise to foster interest in such subjects? To whom would you recommend such reading, and why? These are not questions which can be answered without thought; and in thus measuring the book in the larger terms of human experience the review will gain a value of its own. It is hoped that by this practice the student will himself learn to develop his critical faculties.

There is no need, of course, in such a piece of writing for the reviewer to draw a hard and fast line between information and criticism, putting into part one what the book says and into part two what is said about it. Rather, as a rule, the two will go side by side to attract or warn the general reading public for whom, it is supposed, the review is prepared.

[Adapted from instructions in *A Syllabus of American History and Map Studies* by Robert Livingston Schuyler and Dixon Ryan Fox.]

Appendix IV.

HISTORICAL ESSAYS.

No fundamental course in history is complete unless it provides the student with instruction and practice in the methods of historical research and in the preparation of suitable essays based upon this research. The purpose of such essay work is to train the student in three fundamental things:

1. The preparation of a bibliography,—that is, investigation to ascertain the best books, magazine articles, and other writings upon a particular topic.

2. The taking of notes in correct form, based upon several of the best and most accessible works dealing with the subject.

3. The construction, from the information thus acquired, of an essay conforming to accepted principles of historical composition.

The task here outlined will involve intelligent use of the facilities of the library, as well as critical evaluation and selection of material, —useful exercises in themselves.

Selection of a Subject.

The first step in the selection of a subject is the choice of a general historical field in which the essay is to be written; such a choice might be the French Revolution, the Era of Napoleon, the Era of Metternich, the Industrial Revolution, the Great War. Within the general field thus elected, the student now should decide upon a particular topic or subject, such as, The Reign of Terror; Napoleon and the Bank of France; Metternich and the Suppression of Liberalism in the Germanies; The Effect of the Industrial Revolution on the English Laboring Classes; The Republican Revolution of 1918 in Germany. The final choice of a subject should be made at an individual conference between the student and his instructor.

Preparation of Bibliography.

As soon as the student receives his assignment he will make a list of all major works bearing upon his topic. He should secure

probably thirty or forty titles of books or magazine-articles. Each such title should be entered clearly in ink upon a separate card, together with the name of the author, the date of publication, and, wherever possible, the Library call number, the bibliographer's estimate of the work (if any), and some indication of the portion of it dealing most directly with the student's topic. It is expected that the student will be at pains to learn all that he can, in a general way, about the books cited, so as to talk intelligently about them in conference. And the student who has any sort of reading knowledge of French, German, Italian, or Spanish, should not hesitate to include in his bibliography titles of books in foreign languages which he understands, for some of the best work on the history of modern Europe has been written in foreign languages and is not translated into English.

To secure titles of books bearing upon his topic the student will consult the appropriate chapter-bibliographies in the text-book; in J. H. Robinson and C. A. Beard, *Readings in Modern European History,* Vol. I, pp. 389-410, and Vol. II, pp. 521-541; and, for nineteenth-century subjects exclusively, in C. D. Hazen, *Europe since 1815* (1910), pp. 737-772. Moreover, the *Cambridge Modern History,* a standard work in twelve volumes, contains at the end of each volume long book lists, though unfortunately without descriptive comment: Vol. VI deals with the eighteenth century; Vol. VII, the United States; Vol. VIII, the French Revolution; Vol. IX, Napoleon; Vol. X, 1815-1848; Vol. XI, 1848-1870; Vol. XII, 1870-1900. There are likewise useful bibliographies at the end of many articles in the standard encyclopedias, notably in the *Encyclopædia Britannica,* 11th ed., 29 vols. (1910-1911), in the *New International Encyclopædia,* 2d ed., 24 vols. (1914-1916), and in the *Catholic Encyclopædia,* 15 vols. (1907-1912): in using an encyclopedia, the student should remember to look in the index for topics related to his own. If his topic is in English history, the student should also consult the *Dictionary of National Biography,* 72 vols. (1885-1913), under the alphabetically arranged names of the principal persons important in relation to his subject; and H. L. Cannon, *Reading References for English History.* If his topic is in German history and he reads German, the student should consult Dahlmann-Waitz, *Quellenkunde der deutschen Geschichte,* 8th ed. (1912). If the student reads French, he should consult the bibliographies at the close of the appropriate chapters in the *Histoire générale du IVe siècle à nos jours,* ed. by Ernest Lavisse and Alfred Rambaud, 12 vols. (1894-1901): Vol. VII treats of the eighteenth century; Vol. VIII, French

Revolution; Vol. IX, Napoleon; Vol. X, 1815-1847; Vol. XI, 1848-1870; Vol. XII, 1870-1900.

To secure titles of magazine-articles bearing upon his topic the student should consult *Poole's Index* (1802-1906) and *Readers' Guide* (1900–). Pertinent newspaper comment may be located by reference to the *New York Times Index* and the *Times Index* (London).

Having completed his list of books and magazine-articles in manner as just set forth, the student will ascertain, by consulting the catalogue in the library, what ones are readily obtainable, and, having indicated the library call-numbers on the respective cards for such books, he will then submit his bibliography to the instructor, again in personal consultation, for discussion and criticism. At this second consultation, the instructor will assign a few of the more important books and articles, and these are to be read by the student and used as a basis for note-taking.

Preparation of Notes.

Notes, based upon careful reading of the works assigned, should now be taken in a neat, orderly manner. Preferably they should be written upon cards or papers of about 5½ by 8½ inches, running lengthwise of the page, liberal margins being left at the sides for page references or other comment. At the top of each such card or paper an entry should be made describing the general nature of the notes thereon and indicating the sources of information from which they have been derived. A completed card would look something like this:

Economic development of Germany after War of 1870	Gibbons, *New Map of Europe*, pp. 38-39.

Greatest era of industrial growth and prosperity ever known in history of world,—surpassing even that of United States. Growth of cities. Railway construction, "a network of steel." Mines and factories. Increase in population. Growth of merchant marine. Desire for foreign markets. Etc., etc.

A note thus taken may be a summary, or it may be a quotation, or it may be a combination of these. After sufficient material has been gathered for the essay, the student should arrange his notes in the order which he expects to follow in writing his essay. He may supplement his notes, if he so desire, with a brief topical outline or other plan for his paper. Notes and plan should be submitted to the instructor for criticism and for advice concerning the composition of the essay.

Composition of the Essay.

The essay should follow the accepted principles of English composition. It should scrupulously avoid the inclusion of irrelevant material; it should be coherent; it should be written in clear idiomatic English and the best literary style of which the student is capable. In general, the essay should follow the notes but should not follow them so closely as to limit the imagination or individuality of the student. Should it be advisable to use the exact words of a book or article, quotation marks should indicate the precise extent of the direct quotation. Thus will the essay demonstrate the student's ability to select, digest, and edit information derived from a number of sources.

Historically, the essay must be strictly and scrupulously accurate. *Every important statement of fact should be substantiated by a footnote or marginal note citing the authority for that statement* (including title of book and page reference). The student should submit his complete work (bibliography, notes, and essay) for rating and criticism as a whole.

Every manuscript should be as carefully prepared as if it were intended for the hands of the printer. Therefore, the essay should be neatly typewritten or carefully and legibly written in ink, on one side only of large-size paper.

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